REPORT ON THE ANNUAL NATIONAL ASSESSMENT OF 2014

GRADES 1 TO 6 & 9

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

REPORT ON THE ANNUAL NATIONAL ASSESSMENTS OF 2014

GRADES 1 – 6 & 9

4 DECEMBER 2014

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FOREWORD BY MINISTER

It is my privilege to announce the performance of learners who wrote the Annual National Assessment (ANA) during the week of 16 to 19 September 2014. Following on the successful implementation of the ANA in 2012 and 2013 the 2014 Annual National Assessment (ANA) is the third successful administration of the national standardised assessment.

The 2014 ANA results is a significant milestone in basic education in more than one sense: Firstly, this is the first ANA that involves the entire GET Band (Grades 1–9), although Grades 7 and 8 were a pilot project, based on the strengthened Curriculum and Assessment Policy Statement (CAPS). Secondly, 2014 is the year that His Excellency, the President of the Republic of South Africa, singled out in his State of the Nation Address in 2010, as the year by which at least 60% of South African learners in Grades 3, 6 and 9 should achieve acceptable levels of achievement in both Literacy (Language) and Numeracy (Mathematics).

ANA is premised on the principle that effective testing will afford learners the opportunity to demonstrate relevant skills and understanding and also assist the education system with diagnosing learner shortcomings. ANA is a testament that effective testing can provide valuable feedback to schools, teachers, learners and parents. Over the last two years the ANA results have provided a measured picture of levels of performance in Literacy and Numeracy at the key transitional stages of Grades 3, 6 and 9 and Grades 1, 2, 4 and 5 and this feedback has assisted schools to build on their strengths and to develop intervention strategies to address their areas of weakness.

In 2014 the final stage of the incremental implementation of the CAPS was completed in the Senior Phase in Grades 7, 8 and 9. CAPS therefore, provided stability in the sector by giving teachers clear guidelines on content, pedagogy and assessment and this has positively influenced learner performance in these phases.

Provincial trends in the ANA over the last two years have indicated that as a sector we are making significant strides in the foundation and intermediate phases in both Languages and Mathematics. In terms of the Presidential targets we have exceeded this target in both Languages and Mathematics at the Grade 3 level and in Home Language for Grade 6. While there have been noteworthy improvements, in these phases, the senior phase remains challenged by not delivering the expected progress against targets we have set ourselves in 2010. The lack of improvement consecutively over the last three years confirms that the senior phase requires urgent action. We have since undertaken an item analysis of the learner responses and using this information the Department is currently developing an intensive intervention and support programme for this phase and will announce the plan to be rolled out in 2015. Further, we will fast-track support to identified schools and districts where large numbers of learners are underperforming. The year 2015 is certainly the year of radical transformation and the senior phase will be prioritised.

I invite all education stakeholders and the broader South African public to receive this 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: 4 DECEMBER 2014

EXECUTIVE SUMMARY

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The Report on the Annual National Assessment (ANA) of 2014 presents to the South African public the performance of learners in the General Education and Training (GET) band who were assessed in Numeracy and Literacy using a nationally standardised test. During the week of 16 to 19 September 2014, more than 7,3 million learners in Grades 1-6 and Grade 9 wrote the national assessment tests in Numeracy and Literacy. This was the third successful large-scale administration of the Annual National Assessment (ANA), a landmark assessment tool that annually measures progress in learner achievement in Literacy and Numeracy, focussing on the government's prioritised goal of improving the quality of basic education.

In its third year of implementation much has been done in terms of strengthening the reliability and validity of the data emanating from the ANA. Independent reviewers and international experts have contributed to the improvement in the quality and standard of the tests and both the DBE and PEDs have enhanced the administration of the ANA tests. The ANA has reached a level of administrative stability and is beginning to develop a certain rhythm in the system. The Department acknowledges that the ANA is still growing in stature as an assessment programme so necessary statistical cautions relating to inferences from the collected data are being exercised.

This Report 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 in combination must be used to identify the critical areas of weakness and to subsequently develop relevant interventions for improving learning and teaching in schools.

In 2014, the final stage of the implementation of the Curriculum and Assessment Policy Statement (CAPS) in the senior phase allowed for an improved alignment between test design and the curriculum. Across all grades the CAPS formed the basis for the development of the tests in Mathematics and Languages. CAPS provided clear prescription to teachers and learners on the content areas to be covered in each quarter; hence the designing of the tests that were written in the third quarter were made less challenging.

Informed by the release of the ANA 2013 results, a Diagnostic Report and 2014 Framework for Improvement were generated from the analysis of learner responses in ANA 2013. The Diagnostic Report revealed numerous challenges that learners experienced in certain Mathematics and Language topics. Based on the Diagnostic Report the Framework for Improvement was generated to guide the sector on how to address the challenging topics which, in some cases, were the result of ineffective teaching methods. The 2013 Diagnostic Report and 2014 Framework for Improvement were mediated with the provincial coordinators who were then required to develop Provincial Improvement Plans and District Improvement Plans for targeted support to teachers and learners.

As in 2013 the 2014 methodology of the 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, writing the ANA tests under the supervision of the school. The second stream involved a verification process that was based on a representative sample of schools at the key-stage grades of 3, 6 and 9, writing the tests under the monitoring eye of an independent agent. The verification process provided an added quality control measure to ensure credible results are reported. In 2014 the verification process was conducted by different service providers who specialised in specific areas of verification. The verification process included the monitoring of the administration of the tests, collection of the tests directly from the schools, independent marking and moderation of the tests, data capture, analysis and report writing. The results emanating from the verification stream were then used to confirm the reliability of the tests administered across all schools.

In 2014, the overall results for ANA in Grades 1 to 6 points 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 and 2013. Over the last three years the analysis of provincial trends in the ANA indicate that as a sector we are making strides in the foundation and intermediate phases in both Languages and Mathematics.

In the summary tables below, the average national percentages that learners achieved in Mathematics and Language are indicated.

Summary Table for Mathematics in 2012, 2013 and 2014

GRADE	MATHEMATICS AVERAGE PERCENTAGE MARK		
	2012	2013	2014
1	68	60	68
2	57	59	62
3	41	53	56
4	37	37	37
5	30	33	37
6	27	39	43
9	13	14	11

Summary Table for Home Language in 2012, 2013 and 2014

GRADE	HOME LANGUAGE 2012	HOME LANGUAGE 2013	HOME LANGUAGE 2014
1	58	61	63
2	55	57	61
3	52	51	56
4	43	49	57
5	40	46	57
6	43	59	63
9	43	43	48

Summary Table for First Additional Language in 2012, 2013 and 2014

GRADE	FIRST ADDITIONAL LANGUAGE 2012	FIRST ADDITIONAL LANGUAGE 2013	FIRST ADDITIONAL LANGUAGE 2014
4	34	39	41
5	30	37	47
6	36	46	45
9	35	33	34

The 2014 Report also contains valuable information on provincial performance. The results suggest that in the foundation phase, there are noteworthy increases across all provinces in the overall scores of Languages and Mathematics. For example in Gauteng, the average percentage mark was above 60% across Grades 1 to 3 in both subjects. In the intermediate phase learners in Grade 6 are performing well in the Home Languages and across all provinces the

achievement level is above 50%. At a national level, in Home Language and Mathematics, at the Grade 6 level, there is a 4% increase in the performance of learners. However, learner performance in First Additional Level in all grades has remained on the lower side.

In the senior phase, the sector is challenged in not delivering the expected progress against targets set by the DBE in 2010. In particular, performance in Grade 9 Mathematics is not showing an improvement. Across all provinces the performance of learners has dropped a few percentage points. In Home Language, at the Grade 9 level, there has been an improvement in learner performance but the national performance is below 50%. The trends in learner performance at the district level are similar to what is observed at the provincial level. In Grade 9 Mathematics there was a drop in performance in almost all districts. For Grade 9 Home Language the district level scores range from 31% to 59%. In Grade 9 First Additional Language scores range from 28% to 42%.

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 have achieved acceptable levels of competency in Language and Mathematics. In this Report a 50% or higher test score is regarded as an acceptable level of competency. This is aligned to CAPS where 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, Home Language and First Additional Language tests in 2012, 2013 and 2014 are reported in the summary tables below.

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

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE		
	2012	2013	2014
3	36	59	65
6	11	27	35
9	2	2	3

Summary Table: Percentage of learners obtaining at least 50% of the Home Language marks

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE		
	2012	2013	2014
3	57	57	66
6	39	68	77
9	39	37	48

Summary Table: Percentage of learners obtaining at least 50% of the First Additional Language marks

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE		
	2012	2013	2014
6	24	41	42
9	21	17	18

In the above tables it is indicated that substantial 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 of 60% that was set in the Action Plan 2014, has been achieved in both Mathematics and Home Language. In Grade 6 there has been a large increase in the percentage of learners achieving acceptable achievement levels, for both Mathematics and Home Language, but the

target has not been achieved in Mathematics. In Grade 9, achievement is still well below the target even though there was an increase in the percentage of learners reaching acceptable levels in Home Language.

From the analysis of learner responses in 2013 and 2014, the following areas were identified as challenges in Grade 9:

Mathematics

a) Learners are unfamiliar with mathematical terminology and properties and often use them incorrectly.

b) Basic algebraic skills have not been mastered.

c) Learners do not know how to solve applications in Geometry and problems involving spatial manipulations.

Languages

a) Many learners in both Home Language and First Additional Language struggle to respond to questions that require the use of their own words. Therefore, summarising a text using own words, becomes extremely difficult.

b) Learners are unable to interpret a sentence or give an opinion when required.

c) Learners lack the required editing skills when writing letters.

This Report provides an analysis of achievement of learners at national, provincial and district levels and as was reported in the previous year, the district performance is an important feature. Other features of the Report include achievement results according to gender, poverty index, and the language of teaching and learning.

These results should not be seen in isolation to other systemic improvements in the education sector and from those reflected in the performance of South African learners in international assessment programmes. In 2015, the results of the TIMSS Numeracy study and the SACMEQ IV study will be used to affirm the trends observed in improving the Numeracy and Literacy skills of all learners.

1. INTRODUCTION

1. INTRODUCTION

The 2014 Annual National Assessment (ANA) is the third successful administration of national standardised assessment in South Africa. ANA is now firmly located as an important measure to improve learner performance and thus establish itself as a corner stone of education in the General Education and Training band.

Through the implementation of ANA the sector is responsive to potential risks to quality teaching and learning with a greater focus on designing interventions that are data-driven and based on credible assessment measures which are independently verified. The data from three consecutive large-scale assessment programmes conducted in 2012, 2013 and 2014, involving more than 7 million learners, allows for an intensive analysis of the system from a qualitative and quantitative perspective and for an evaluation of the progress made in learner performance over the years. The ANA results provide a situated context for a better understanding of learner performance at lower levels of the system i.e. Grades 1 to 9, which serves as an early warning system of potential problems that may emerge in the Further Education and Training band.

This report outlines the policy context, the purpose and the historical evolution of ANA in the three years leading to 2014 as the backdrop against which the results should be read and understood. Included in the report are some of the pertinent programmes and interventions that the DBE, together with the Provincial Education Departments (PEDs), has initiated. The presentation of the results is preceded by a detailed account of the design and methodology that the DBE has adopted in the administration of these tests. The results are presented graphically and in tabular format and covers the national, provincial and district contexts.

1.1 THE GROWTH OF A NATIONAL ASSESSMENT MODEL

The South African national assessment model is gradually evolving due to lessons learned from preceding years. The response of Government to low, but improving, achievement levels in cross-national and regional studies such as the Southern and Eastern Consortium for Monitoring Educational Quality (SACMEQ) and the Trends in International Mathematics and Science Study (TIMSS), has been to conduct regular national assessments at key stages. Since the democratic transition in 1994, the Ministry of Education has made use of two types of national assessments to report the results of learner performance. Following on the designs of the cross-national and regional studies, the first type involved systemic evaluations (SE) conducted on a 5-year cycle on random samples of public schools at either Grade 3, 6 or 9. The results were used to report on the policy goals of access, equity and quality as indicators of the 'health' of the education system.

The second type of national assessment, ANA, is based on a similar framework to the previously conducted systemic evaluations, but targets a more diagnostic interpretation of learner achievement. The design of ANA broke new ground in primary school assessment in South Africa by embarking on a census type of external assessment involving all learners in all public schools. South Africa is one of the few countries that has adopted a census model of national assessment. In 2014 all grades in the General Education and Training Band were assessed. Within the context of a long-term sector plan, such as the Action Plan 2014, the ANA is premised on providing valuable data to planners in Government, the Basic Education Ministry, social partners and various institutional role players to improve the quality of basic education.

1.2 ANA IN CONTEXT OF BROADER LEARNER ACHIEVEMENT

In the last 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 not only brought to the fore valuable information on the *status quo* of learner performance, but has also pointed to areas that need urgent response in order to realise the improvement targets that the sector has set itself in the Action Plan. For instance, in 2013 the results of ANA showed that, whilst learner achievement in Language was generally at an acceptable level in terms of the proportion of learners who achieved 50% and above in the tests in many grades, achievement levels in Mathematics declined across the grades with progressively steeper declines from Grade 6 to Grade 9. Some of the programmes and actions that the Department either introduced or pursued with greater determination in response to these results are summarised in Chapter 2.

1.3 ANA DESIGN AND IMPLICATIONS FOR INTERPRETING 2014 RESULTS

As an evolving system ANA has unique features that must be borne in mind when reading this report. 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 over the comparability of the tests and, consequently, on the comparability of the results on a year to year basis. 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.

Chapter 2 highlights some of the key programmes and innovations that the DBE, together with the PEDs, implemented following the results of ANA 2013 and leading to ANA 2014. It is important to foreground that, while 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 section without making reference to the interventions that the system has set in motion.

2. CURRICULUM INTERVENTIONS

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2.1 Introduction

This chapter describes the context in which the results of ANA 2014 need to be interpreted, although any direct causal relationships between the actions taken and the outcomes should only be made with considered caution.

The following interventions were implemented in 2014 to enhance learner performance and support the teaching of Mathematics and Languages. All the interventions implemented in 2014 will be continued and strengthed into 2015 and beyond.

2.2 National Interventions

2.2.1 CAPS Implementation

2014 was a critical period as it marked the final stage of the incremental implementation of the Curriculum and Assessment Policy Statement (CAPS). CAPS was first implemented in Grades R to 3 (Foundation Phase) and 10 in 2012, in Grades 4 to 6 (Intermediate Phase) and 11 in 2013 and in the Grades 7 to 9 (Senior Phase) and Grade 12 in 2014. CAPS provided stability in the sector by providing teachers with clear guidelines on content, pedagogy and assessment. There has been a noticeable improvement in learner performance in the Foundation and Intermediate Phases since the implementation of CAPS along with other interventions that have contributed to the improvement of learner performance. The implementation of CAPS in the Senior Phase in 2014 continued to provide much needed support to subject advisors and teachers. The DBE will continue to intensify its monitoring and support to enhance the effective implementation of CAPS in 2015.

2.2.2 2013 Diagnostic Report & 2014 Framework for Improvement

The 2013 Diagnostic Report and 2014 Framework for Improvement were generated from the analysis of learner responses in ANA 2013. The Report revealed numerous challenges that learners experienced in certain Mathematics topics. Based on the Report the Framework for Improvement was generated to guide the sector on how to address the challenging topics which, in some cases, were the result of ineffective teaching methods. The 2013 Diagnostic Report and the 2014 Framework for Improvement were mediated with the provincial coordinators who were then expected to develop Provincial Improvement Plans and District Improvement Plans for targeted support to teachers. Some of the challenges that were discussed in the 2013 Diagnostic Report continued to factor in the ANA 2014 results. In order to facilitate the remediation of this situation the DBE will intensify and strengthen monitoring and support of teachers.

2.2.3 DBE-SASOL INZALO Workbooks

The Department of Basic Education (DBE), in partnership with the Sasol-Inzalo Foundation, developed high quality hybrid workbooks for Mathematics in the Senior Phase and this was completed in early 2014. The workbooks are aligned to the CAPS and provide clarity in content, methodology and assessment. The workbooks are intended to provide teachers with requisite content knowledge and skills for effective teaching and adequate curriculum coverage and assessment exemplars. A workbook for each grade is accompanied by a teacher guide which provides solutions to all the activities in the learner book, and notes to clarify possible misconceptions associated with some of the Mathematics topics. The soft copies of these workbooks were distributed to all the districts and provinces to enable subject advisors to provide focused workshops to teachers pending printing and distribution thereof.

To further strengthen this project, the DBE, together with the Sasol-Inzalo Foundation, has implemented a comprehensive 10 day training programme for all Mathematics, Natural Sciences and Technology subject advisors. It focused on critical concepts and was rolled out for a period of 10 days in the latter part of 2014. This is in preparation of the school heads of department and lead teachers training for Mathematics, Natural Sciences and Technology in the first term of 2015 starting in January. The training is system wide and will be decentralized to circuits and school clusters. A total of 20 000 teachers are expected to receive training in the first term. A third of these will be trained on Grades 8 and 9 Mathematics curricula. An April school- vacation training for classroom-based educators in Mathematics is also scheduled. A similar training programme is planned for the Intermediate Phase towards the end of 2015 to prepare learners adequately for the Senior Phase.

2.2.4 Reconfiguration of Dinaledi and Technical Schools Grants

The current Dinaledi and Technical Schools grants will be consolidated into a new Maths, Science and Technology Schools Improvement grant. The following challenges based on the current structure of the two grants, provide a motivation for a review: firstly the Dinaledi Schools Grant has been funding the Grades 10 – 12 Mathematics and Physical Sciences, without offering any support to the Grade 8 and 9 Mathematics and Natural Sciences in the same selected 500 schools. The subject coverage will be extended to Mathematics at all grades including Technology and Natural Sciences in the senior phase. Secondly the Technical Schools Grant has been supporting 200 of the 1007 schools offering technical subjects. The Technology subject in the senior phase had not been previously considered as priority or feeder subject for the Grades 10–12 technical fields at the same schools.

2.2.5 Language Framework

The Department of Basic Education has developed a Language Framework for Strengthening the Teaching and Learning of Languages as Subjects and as Languages of Learning and Teaching (LoLT). It seeks to strengthen the promotion, development and acquisition of the official languages through the following strategies:

- Strategy to strengthen the teaching and learning of Home Language;
- English across the Curriculum (EAC) Strategy Grades R-12;
- Incremental Introduction of African Languages (IIAL);
- English First Additional Language (EFAL); and
- Introduction of South African Sign Language.

2.2.6 Strengthening of Teaching and Learning of English First Additional Language (EFAL)

The EFAL strategy has been implemented in the CiPELT and contributed to the better results in the first 6 years of schooling. Many of the recommendations in research reports (PIRLS) either implicitly or explicitly speaks to the need to strengthen language teaching in order to improve learning outcomes. Since English is the main language in which exams are being conducted, there is a specific need to strengthen the learners' capacity in English. In order for this to be effective the following steps have been taken:

Through the CiPELT and CiSELT programmes the Department wants to:

- Strengthen of the Department of Basic Education's Framework on EFAL and,
- Improve teacher capacity and practices in the teaching of English First Additional Language as a subject; and
- Focus on the use of English as medium of instruction.

All targets set aim to help learners to understand, analyse and respond better to challenging texts that they find in content subject classes, and academic literacy habits and skills must be developed in order to prepare these learners for the future they face.

Sustainability of the programme is currently a provincial challenge, however, most provinces developed a strategy for sustainability of the CiPELT/CiSELT programmes.

2.2.7 Library Provisioning

The DBE has identified two models that will enhance access and provide library and information services, namely:

- Provision of mobile libraries (trolley libraries) for secondary schools; and
- Provision of classroom libraries (classroom corner) for primary schools.

The DBE has consulted with the Department of Arts and Culture (DAC) to make public libraries more accessible to schools. The DBE-DAC collaboration is also geared towards supporting library provisioning and access in the Eastern Cape and Limpopo in which more than half of their primary school learners have no access to libraries.

2.2.8 Launching of Book Floods

The DBE launched two Book Flood campaigns on Mandela Day that were run simultaneously at the DBE offices and Menlyn Shopping Centre from 18 July to 18 August 2014. Four hundred and fifty (450) books were donated during the campaign. The DBE has encouraged provinces to collaborate with key stakeholders and host Book Floods in public spaces such as shopping malls, community centres etc.

2.2.9 Reading Norms

In order to assess the level of reading fluency of their learners, teachers need a curriculum-based measurement, a set of standardised and well-researched procedures for assessing and monitoring their learners' reading proficiency and progress (Hasbrouck & Tindal, 2006). The use of norms in reading assessments enables the teacher to make the following didactic interventions:

- Identify learners likely to need extra or alternative forms of reading instruction;
- Estimate rates of reading improvement;
- Identify learners who are not demonstrating adequate progress and may require additional or different forms of instruction, and
- Evaluate the effectiveness of different forms of instruction for struggling readers and provide direction for developing more effective instructional programs for those challenged learners.

Reading norms have been developed for Grades R-12 which are aligned to the Curriculum and Assessment Policy Statements (CAPS).

The NEEDU Grade 5 report (2013) recommends that the average reader should be reading independently by the end of Grade 3, at a speed of around 70 Words Correct Per Minute (WCPM). In the intermediate phase learners should read increasingly sophisticated literature in different genres three or four times a week. This requires that teachers pay attention to each learner, assessing reading throughout the year and giving particular attention to those experiencing difficulties.

2.2.10 Implementation of the Early Grade Reading Assessment (EGRA)

In order to assess foundational reading skills in the early grades a simple, effective and low-cost tool was developed to measure foundation levels of children's learning. EGRA is designed to be a method-independent approach to assessment. The DBE has put a plan in place to implement EGRA in 100 schools per province in Grades 1-3 in 2015.

2.2.11 Implementation of Drop All and Read

DBE is advocating the resuscitation of Drop All and Read by encouraging schools to set aside a dedicated period (20-30 minutes) at least once a week to encourage the entire school population (teachers, learners and support staff) to engage in a variety of reading activities that benefits each school's context and needs.

2.2.12 Reading across the Curriculum

The DBE has implemented a strategy to promote reading across the curriculum in content subjects. Hence, teachers of all subjects in all grades are encouraged to include a dedicated reading activity in their lessons (experiments, word problems, directions, graphs, etc).

2.2.13 Strengthening of English as the Language of Learning and Teaching in Grade 4

The DBE has embarked on a project to support learners who have to make the transition to using English as the Language of Learning and Teaching (LoLT) and to be exposed to English across curriculum from Grade 4 onwards. To enhance English LoLT, the DBE will print and distribute more than 1,2 million copies of the *Sunday Times* English story book titled, "*South African stories for Children*", to all primary schools offering Grade 4 so that every Grade 4 learner will receive this storybook which has five short stories.

2.2.14 Development of DBE Reading Resources for Grades R-3

In response to the recommendations of the NEEDU Report and the Ministerial Reading Audit Report, the DBE has embarked on the development of a reading series for Grades R-3 in all languages at Home Language and First Additional Language (FAL) levels.

The FAL reading series for Grade 1 has been completed and Big Books were distributed to the pilot schools that are implementing the Incremental Introduction of African Languages (IIAL). The Grade 2 FAL readers for IIAL pilot schools and Grade R Reading Series will be distributed in 2015. The Home Language Reading Series for Grades 1-3 will be ready for distribution in 2016.

2.2.15 Promotion of African languages

The DBE has taken initiatives to profile and expose African language authors through the Workbook project and DBE Reading Series. In addition the DBE is accessing the reading materials that have been developed by the South African Institute for Distance Education (SAIDE) through their African Story Book Project (ASP). ASP is an Open Educational Resource online platform which enables the wider community to submit and access storybooks at no charge. To date, storybooks have been developed in isiXhosa, Sesotho, isiNdebele, Xitsonga and Setswana. Schools and teachers are encouraged to access and contribute to the ASP resources development.

2.2.17 Support to Multi-Grade Schools to Improve Learner Performance

The Department of Basic Education has embarked on the following initiatives that are aimed at supporting and improving learner performance in multi-grade schools.

Teacher and Subject Advisor Training

This initiative focuses on the training of teachers and subject advisors in multi-grade teaching. During the 2014/15 financial year the Department has trained 313 teachers in multi-grade teaching in all the nine provinces. The training is aimed at providing teachers with the requisite knowledge and skills in multi-grade teaching that will enable them to effectively and efficiently deliver the curriculum. The training was geared to prepare teachers to, inter alia,

- Develop appropriate timetables for multi-grade schools;
- Organise and manage multi-grade classrooms effectively;
- Develop appropriate lesson plans for multi-grade classes; and
- Select and use appropriate teaching strategies that will enable them to mediate the curriculum effectively.

Multi-grade Toolkit for Multi-grade Schools

A multi-grade toolkit comprising the following was distributed to a sample of schools:

- Annual teaching plans for all the GET subjects;
- Exemplar lesson plans;
- Exemplar assessment tasks linked to the lesson plans; and
- Exemplar timetables.

During this financial year the toolkit was piloted in all the provinces. The main aim of the toolkit is to assist teachers in the delivery of the curriculum in multi-grade classes and to ensure that in a given class and period all learners are catered for during teaching and learning.

Learn English Audio Project (LEAP)

The British Council, in partnership with the Department of Basic Education (DBE) launched the Learn English Audio Project (LEAP) in South Africa in May 2014. The project is piloted in 159 schools in three provinces, namely Eastern Cape, Mpumalanga and KwaZulu-Natal. The LEAP project infuses the use of technology (MP3 life players) to optimise the use of workbooks, LEAP resources and audio content in teaching core language skills (listening, speaking, reading and writing) in English First Additional Language in Grades R to 4 in rural and remote multi-grade schools. The objectives of the project are:

- To increase the use of relevant audio resources for the development of listening and speaking skills;
- To enable learners to self-access audio resources;
- To enable teachers to more effectively manage multi-grade classes; and
- To ascertain any changes in the use of English (listening, speaking, reading and writing) by learners and teachers.

2.3 Provincial Interventions

The DBE, in collaboration with provinces, implemented a number of curriculum interventions in 2014 aimed at improving learning outcomes in Languages and Mathematics, and, thereby, improving the 2014 ANA results. These included the introduction of the strengthened Curriculum and Assessment Policy Statement in all the phases, the strengthening of EFAL through a programme known as the Certificate in Primary English Language Teaching (CiPELT) in the Foundation and Intermediate Phases, as well as a similar programme in the senior phase called Certificate in Senior English Language Teaching (CiSELT), a strengthened monitoring programme by provinces, the National Literacy and Numeracy Strategy, the National Reading programme .

Provinces initiated province-specific interventions to support the effective teaching and learning of Mathematics in the General Education and Training (GET) band. In Eastern Cape, for instance, the *How I Teach project* was initiated to create a forum where Mathematics teachers can share expertise in the topics they are confident to teach. Through this forum, teachers learn the most effective ways of teaching and assessing learners on the 'difficult' topics in Mathematics, especially in the Intermediate and Senior Phases. The other initiative that all provinces implemented was the common tests and/or examinations. Through this initiative learners were prepared adequately to cope with the cognitive demand of ANA, as well as to narrow the gap between School-Based Assessment (SBA) and ANA. The common tests and/or examinations of each province were shared with other provinces to identify and implement best practices throughout the country. In addition, the majority of provinces such as Mpumalanga, Western Cape, Gauteng, Free State and North West have conducted numerous workshops targeting the content that posed difficulty to teachers.

Each provincial department has implemented teacher development programmes to support the use of ANA results in 2014. Each district has conducted workshops and training sessions with teachers to implement improvement programmes on the ANA results. These include generic programmes on the analysis of the ANA results per subject and item, strategies on how to use the results in schools, inclusion of the ANA data in school improvement programmes, and topic specific programmes. There is a specific focus on English First Additional Language through the DBE-British Council Certificate in Primary Language Teacher programme. Best practice programmes in this area are the strategies in Gauteng (Gauteng Province Literacy & Mathematics Strategy (GPLMS)), Western Cape (Literacy and Numeracy Strategy (LITNUM) and Free State (IBP). ANA target setting has been done by a number of provinces. Underperforming schools have been monitored on a quarterly basis and curriculum coverage was the main focus of monitoring and support to these schools.

2.4 Strengthened District Support

In 2014 the DBE Senior Management, led by the Minister, strengthened its support to district directors and their staff and encouraged them, to go beyond their understanding of the key system priorities and interventions, and also to take ownership and lead the implementation of these programmes in their schools. Given the size of the schooling system it became clear that without ownership and leadership at this crucial level of the system the targets set would be more difficult to achieve.

2.5 Monitoring and Support

Monitoring and support was strengthened through the submission of quarterly reports by provinces. The submission of quarterly reports was a means to monitor progress on the interventions that were introduced nationally and provincially to support the improvement of learner performance primarily in the Senior Phase. The first progress reports revealed the need to support teachers and subject advisors on the development of quality projects, assignments, tests, examinations and investigations. Exemplars of all five forms of assessment in Mathematics were developed and sent to provincial coordinators for distribution to schools.

These interventions above find expression in the performance agreements and work plans that officials throughout the system will sign for the 2015/2016 academic year. Work is already under way to determine key performance Indicators for district directors, circuit managers and curriculum advisors which are aligned to learner performance particularly in ANA and the NSC. To avoid unintended and perverse consequences, they are linked to, among others, learner progression. They will be extended to ensure that they find expression and are measured at provincial and national level.

3. DESIGN AND METHODOLOGY

3. DESIGN AND METHODOLOGY

In this section 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 2014 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 to build on strengths and to develop intervention strategies for learner development.

ANA tests are based on the content of the first three (3) terms of the Curriculum and Assessment Policy Statements (CAPS) for Grades 1–6 and 9. This also applied to Grades 7 and 8 which was a pilot study in sampled schools in 2014.

Key design features of ANA include the following:

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

(b) Learners in all grades were tested in their language of learning and teaching (LOLT). This is the principal medium of communication in classroom engagement.

(c) Learners write 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 for learners who are blind, partially sighted or deaf.

(e) Test specifications or frameworks aligned to the relevant curriculum guided item and test development.

(f) In each school the teachers from that school administered the test under the guidance of the principal. In Grades 3 to 6 and 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, 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 on learner achievement. The test memorandum was provided by the DBE.

(i) To quality assure the marking process in schools the school management team moderated the marking of scripts. In addition a sample of three scripts per class, per grade, per school was re-marked centrally under the supervision of the provincial department.

(j) All learners writing the Annual National Assessment were registered on a national database and the scores of learners were captured on the national database. This was the basis for reporting on the ANA.

(k) On completion of marking, the school sent a learner report on achievement in the Annual National Assessment for each learner to the parent/guardian.

3.2 METHODOLOGY

In this section a detailed account is given of the key aspects of the ANA methodology that were followed in 2014. This includes a broad discussion on learner registration, test development, test administration, marking and moderation, data capture and processing.

3.2.1 Learner Registration

Learner registration is vital to ensure the success of all subsequent processes and more importantly accurate resulting. Therefore, the DBE has developed a national registration process which is managed by the individual provinces, but is stringently controlled and quality assured during the various stages of the process, by the DBE.

In each of the nine provinces the registration process required schools to accurately indicate information that specified the grade, 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. This information was captured electronically by provincial officials responsible for the registration process. Information from the all-state-funded independent schools with a primary-school phase completed the registration information for their learners participating in ANA 2014.

Registration of learners for the 2014 ANA started on 31 January 2014. In five provinces: Eastern Cape, Free State, Limpopo, Mpumalanga and the North West the source of the registration data was the South African Schools Administration and Management System (SA-SAMS). At the start of the school year in January 2014, each school captured its registration data onto the SA-SAMS and then the data is uploaded to the Learner Unit Record Information Technology System (LURITS). Schools using third party applications uploaded their registration data directly onto LURITS. This data became the final source of data that was transferred and utilised on the General Education and Training (GET) ANA Mainframe system. In three provinces, Gauteng, KwaZulu-Natal and the Northern Cape, registration data was captured directly onto the ANA Mainframe system. Western Cape used their CEMIS system to upload learner registration data directly into the GET ANA Mainframe. The registration process was finalised and quality assured in August 2014.

The number of learners that were registered to write ANA 2014 is reflected in **Table 3.1**.

Table 3.1: Number of learners registered for ANA 2014

PROVINCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 9	TOTAL
Eastern Cape (EC)	218437	195991	179800	170721	154250	143829	148225	1211253
Free State (FS)	66526	61254	57581	57002	49481	48805	63648	404297
Gauteng (GP)	196716	190637	180154	170397	152615	150763	154909	1196191
Kwazulu-Natal (KZN)	275194	247349	232070	223402	199962	196810	221301	1596088
Limpopo (LP)	159853	150291	139038	132825	116013	115541	189543	1003104
Mpumalanga (MP)	115459	103524	96222	92897	82691	80516	91987	663296
Northern Cape (NC)	28323	25751	24545	25102	22896	21710	21058	169385
North West (NW)	84370	82186	77518	76038	67011	62624	73649	523396
Western Cape (WC)	105923	96690	88484	89682	80508	76370	77813	615470
National	**1250791**	**1153340**	**1075326**	**1037932**	**925264**	**896939**	**1042133**	**7376334**

The total number of learners registered for ANA 2014 is 7 376 334. As in 2013, the highest number of registered learners is in Grade 1 and in terms of provincial breakdown, the highest number of learners are located in KwaZulu-Natal (KZN).

Table 3.2: Number of schools that participated in ANA 2014

PROVINCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 9	TOTAL
EC	4723	4708	4700	4596	4480	4396	2640	5430
FS	970	958	950	931	909	940	428	1311
GP	1479	1560	1565	1569	1575	1598	749	2307
KZN	4187	4162	4171	4147	4066	4036	2090	6025
LP	2538	2538	2537	2530	2502	2499	1501	4028
MP	1257	1257	1254	1248	1232	1217	658	1761
NC	413	410	412	410	411	424	193	556
NW	1066	1068	1064	1062	1056	1060	508	1497
WC	1105	1107	1108	1093	1089	1156	441	1539
NATIONAL	**17738**	**17768**	**17761**	**17586**	**17320**	**17326**	**9208**	**24454**

A total of 24 454 public schools and 851 independent schools participated in ANA 2014.

Tables 3.3 and 3.4 below indicate the number of independent schools and their learners per province that participated in ANA 2014.

Table 3.3: Number of independent schools

PROVINCE	SCHOOL
EC	135
FS	60
GP	176
KZN	146
LP	128
MP	88
NW	13
NC	28
WC	77
National	**851**

Table 3.4: Number of learners in independent schools who participated in ANA 2014

GRADE	LANGUAGE	MATHEMATICS
3	10401	10 699
6	13574	13 971

A total of 116 special schools and 11 837 learners with special needs, participated in ANA 2014. In **Table 3.5**, the number of special schools and learners with special needs that participated is indicated for each of the nine provinces.

Table 3.5: Participation of special schools in ANA 2014

SPECIAL SCHOOLS		
PROVINCE	SCHOOLS	LEARNERS
EC	17	1225
FS	5	467
GP	44	5705
KZN	23	2291
LP	7	520
MP	1	94
NC	2	199
NW	3	72
WC	14	1264
National	116	11837

3.2.2 Test Development

The model followed in the process of test development included the appointment of a panel of examiners who took responsibility for a subject in each grade. The test development process was centrally based at the DBE offices in Pretoria, under the management of the DBE officials. The subject experts who were appointed as test developers 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 a panel of 'versioners' were responsible for versioning the English test to the other 10 languages in the foundation phase and into Afrikaans for the intermediate and senior phases.

(a) Test specification frameworks

The test specification framework, which was the first step in the test development process, provided a detailed outline on the scope and depth of each of the tests. The test specification frameworks were developed by a select group of test developers who are experienced subject experts. The test development framework served as the parameter for the test developers and was also provided to schools and teachers to inform teachers of the scope of the test and the desired coverage. Since the ANA tests were to be administered in September 2014 there was a need to provide clarity on the areas that would be tested. The test specification framework included the learning 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 2014 ANA cycle, the distribution of question difficulty in all the tests was based on 20% easy, 60% moderate and 20% difficult; or 40% easy, 40% moderate and 20% difficult, depending on the requirements of the curriculum policy. In Language, a few open-ended questions required learners to provide short answers while others required learners to demonstrate creative writing skills. In Mathematics, some questions needed simple recall of knowledge while others demanded the demonstration of routine applications and complex problem-solving skills.

In 2014, the final implementation of CAPS was completed in the senior phase. The test frameworks were aligned to the coverage of work as indicated in the CAPS for the first three terms of the academic year. There was minimal impact in terms of content changing for the Language tests from the 2013 and 2014 frameworks. For Mathematics, the test framework for 2014 excluded topics on data, which according to the CAPS, would be covered in the fourth term. The rest of the topics included in the 2013 test framework did not significantly differ from the 2014 test framework.

(b) Setting of tests

During various stages of the setting process, moderators of each grade and subject met and discussed curriculum progression levels to ensure that questions were pitched at the appropriate grade and curriculum level within a phase. A completed test was then versioned into all the official languages for the foundation phase, and into English and Afrikaans for the senior phase.

After the tests were versioned they were 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 of the test frameworks.

Piloting of test items

The tests for Grades 3, 6 and 9 as well as Grades 7 and 8 were pre-tested as part of the testing protocol to ensure the validity and fairness of the test items. The pre-testing involved the administering of the test items on to a sample of schools and learners, the scoring of these items and the statistical analysis of these items provided data on the suitability of the items for inclusion in the final test.

Pre-testing entailed packaging the tests into two forms of the test, i.e. Form A and Form B, per subject, per grade and language. The two tests were piloted in 102 schools across the nine provinces. The 102 schools were a purposive sample selected to represent the national 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 DBE and a team of data capturers captured the scores per item, 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
- Elimination of 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.

(c) Test Review

The tests were first reviewed by an internal moderator appointed by the DBE and then forwarded for external review to the members of an Advisory Committee that comprised both local (national) and external (international) experts. The international experts are based in Washington DC, United States of America (USA) at the National Centre for Education Statistics. The Advisory Committee was appointed by the Director-General to advise 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, marking guidelines, test frameworks and Curriculum and Assessment Policy Statement (CAPS) for Grades 3, 6 and 9 to allow them to make their inputs on the basis of the curriculum statements.

Moderators and chief examiners interacted with the inputs provided by the Advisory Committee and effected changes to the tests accordingly. Critical principles relating to the changes in the tests were identified from the Advisory Committee inputs, which were then implemented in the tests of the other grades.

(d) Formatting and Proofreading

The tests were formatted (layout) to give them an aesthetic and professional look. There were three levels of editing as a quality assurance measure. The first level was done by the editors appointed for the test development process, per panel, to remove any linguistic or typographical errors. The second level of editing and proofreading was done by provincial editors. The final editing and quality assurance of the ANA tests was done by the DBE full-time editors who are also responsible for the quality assurance of the National Senior Certificate (NSC) question papers.

(e) Adaptation

The tests were then adapted for learners with barriers to learning and this included learners who are blind and deaf. Adaptation for the Deaf means that the language in the test was simplified as learners in this category do not have equivalent vocabulary to other learners who write non adapted tests and the test had to be on par with the standards of the South African Sign Language. In the case of the blind learners, the tests were brailled and versioned into all official languages as in the mainstream. For the partially sighted learners the tests were enlarged into various font sizes. Audio tapes were also provided for learners who were hard of hearing.

(f) Printing, Packing and Distribution of Tests

The printing, packing and distribution of the ANA tests were either done by the provinces or by the DBE. In the case of the Eastern Cape, Mpumalanga, Northern Cape and Western Cape the tests were printed, by the province, using their in-house facilities, in line with the Norms and Standards for printing, packing and distribution. The DBE procured the services of two service providers through a tender process to print, pack and distribute the tests for Gauteng, Limpopo, KwaZulu-Natal, Free State, and North West. The printing, packing and distribution of the tests were monitored at each of the key stages by the DBE.

The printed tests were packed according to grade and subject per school. As a security measure the tests were first put into sealed bags, per subject, language and grade before being packed into a labelled box for each school. The packing process was closely monitored by DBE and PED officials to ensure accuracy of packing. The packed tests were then delivered to districts where district officials verified the test material 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 (nodal points and schools where applicable) was conducted during the state of readiness visits, which took place at least three months prior to the test administration process. In most of the provinces the tests were either delivered to schools or collected by school principals on the day of the test. This was done to ensure the confidentiality of the test.

3.2.3 Test Administration

(a) The writing of the ANA

The writing of the ANA in public schools was managed by the School Management Teams (SMTs), with the school principal being held finally accountable for the credibility of the test administration process. The DBE and PEDs monitored a sample of the public schools, as one of the standardisation measures.

The PED deployed a monitor to manage the administration of tests in each of the State-Funded Independent School. According to paragraphs 177 (1) and 177 (3) of the National Norms and Standards for School Funding, the Grade 3 or the Grade 6 ANA instrument used in public schools, should also be used to determine the eligibility of State-Funded Independent Schools for subsidy.

The following standardisation measures were implemented across all schools writing ANA 2014:

i. Writing according to a common timetable

A common timetable specifying the dates (16-19 September 2014) and times at which specific ANA tests papers were to be written were distributed to all schools by April 2014.

ii. Training of test administrators and monitors

The roles and responsibilities of the test administrators were detailed in a Test Administration Manual (TAM) that was developed and distributed to all schools by the DBE. Training sessions for provincial core training teams were conducted by the DBE in all provinces by the end of June 2014. The core teams cascaded the training to all officials as well as school principals in their respective provinces.

iii. Invigilation during test administration

The Test Administration Manual (TAM) specified, amongst other things, how the invigilation process should be managed. Teachers in public schools were instructed not to invigilate their own classes except for Grades 1 and 2. In only Grades 1 and 2 teachers were allowed to invigilate their classes to ensure younger learners would be writing the test in a familiar enviroment. Learners from Grade 3 upwards read the questions independently and wrote the answers in the provided booklets. In state-funded Independent Schools a monitor from the provincial or district office brought the test papers to the school, monitored the administration of the tests, and collected all the test papers immediately after the writing. All the scripts were delivered to the district office after each writing session.

iv. Monitoring the administration of tests

Intensive monitoring was provided by the district, province and at national level to ensure strict compliance to the Test Administration Manual. A sample of universal ANA and Verification ANA schools were monitored. A total of 102 DBE monitors visited a sample of schools in the nine provinces to monitor and support the test administration process. All monitoring teams reported satisfactory test administration procedures in all public schools.

(b) Marking and Moderation of Tests

The standardised measures taken to ensure consistency in marking included:

i. National marking guideline (memoranda) discussion workshops

Comprehensive marking guidelines developed by the test developers were discussed at centralised national workshops that were convened from 9 to 13 June 2014. Provincial Language and Mathematics Chief Markers attended the sessions. The inputs of the chief markers were incorporated during the finalisation of the marking guidelines. The provincial representatives subsequently conducted marking guideline discussion workshops for the provincial subject advisors from 8-12 September 2014 in their respective provinces. The marking guideline discussion workshops were then held at district level with the HODs from the schools after the writing of each test paper.

ii. Marking and moderation at school level

Universal ANA marking took place at school level, from 22–30 September 2014 under the supervision of the SMT. The marking process at school was preceded by a marking guideline discussion session led by the HOD of each subject and phase. HODs of the specific subjects and phases ensured that marking was done according to the marking guidelines and moderated the marked scripts. School principals also monitored the marking process at school level.

iii. Centralised marking and moderation

Centralised marking and moderation centres were established in each province for the marking of state-funded Independent School tests as well as the moderation of sampled scripts from Grades 3, 6 and 9 in each of the public schools. School principals were required to select the three scripts according to the pre-selection that was indicated in the mark sheets provided to schools. This ensured that the selection of the three scripts was done objectively and was not biased in favour of the better performing learners. The sampled scripts were submitted to the marking centre/s in each province by 3 October 2014. The centralised marking and moderation took place from 4-10 October 2014 at marking centres across all nine provinces. The marking of the scripts of the independent schools was also done at these centres. Table 3.6 provides the number of scripts, per province, per grade that were moderated.

Table 3.6: Number of moderated scripts per province and grade

PROVINCE	GRADE 3	GRADE 6	GRADE 9
EC	27 062	25 248	11 683
FS	10 870	11 060	8 611
GP	24 967	34 777	22 359
KZN	37 147	38 311	24 348
LP	18 228	16 013	14 496
MP	8 106	14 682	4 950
NC	4 552	3 878	3878
NW	11 210	12 268	9 289
WC	14 523	13 584	13 320
TOTAL	**156 665**	**169 821**	**112 934**

iv. Comparison of original marks with moderated marks

In the table that follows, the correlations of the marks awarded by the teacher and the moderated marks are presented.

Table 3.7: Correlations between school and moderated marks

SUBJECT	GRADE	CORRELATION (p-value)
MATHEMATICS	3	0.97
LANGUAGE	3	0.97
MATHEMATICS	6	0.98
HOME LANGUAGE	6	0.96
FIRST ADDITIONAL LANGUAGE	6	0.96
MATHEMATICS	9	0.95
HOME LANGUAGE	9	0.95
FIRST ADDITIONAL LANGUAGE	9	0.96

The correlations between the two sets of marks were in all cases higher than 0.9, and this is an indication that marking at school level was fairly consistent and in line with the approved marking guidelines.

In **Table 3.8**, a comparison is drawn between the original school mark and the provincial moderated mark. This is based on average marks from the two sources.

Table 3.8: Comparison of the Average School Mark and the Provincial Moderated Mark

SUBJECT	GRADE	ORIGINAL SCHOOL MARK	PROVINCIAL MODERATED MARK
MATHEMATICS	3	55.5	56.0
LANGUAGE	3	56.1	56.9
MATHEMATICS	6	43.1	43.1
HOME LANGUAGE	6	62.7	62.9
FIRST ADDITIONAL LANGUAGE	6	45.4	44.4
MATHEMATICS	9	10.8	13.7
HOME LANGUAGE	9	48.3	49.3
FIRST ADDITIONAL LANGUAGE	9	34.4	35.4

The mean scores are in all cases are not significantly different, thus confirming that marking at school level was generally of the appropriate standard.

(c) Data Capture and Processing

In four provinces the capture of marks was done directly onto the GET Mainframe system. A double-capturing process was followed to ensure accuracy in the capture process. The capturing process started early in October 2014 and concluded by mid-November 2014. All learners' marks were recorded on a computer-generated mark sheet, which was forwarded to a central capturing centre that was managed by provincial officials. In the Eastern Cape the capture of marks was decentralised to each of the 23 districts. In all provinces, the district office was tasked with the responsibility of keeping an accurate record of the mark sheets received.

In four provinces i.e, Free State, Limpopo, Mpumalanga and the North West the learner scores were captured on SA-SAMS. Learner scores were captured at school level following a two-tier verification model, by the head of department as well as the principal, after being captured by the educator. The capturing process started in October 2014 at school level and was concluded by mid-November 2014. Western Cape used their CEMIS system to upload learner marks directly to the GET ANA Mainframe.

The table below provides the percentages of marks that were captured across the nine provinces. The percentages exclude the learners who were absent during the writing of the tests.

Table 3.9: Percentage of captured marks

PROVINCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 9	TOTAL
EC	92.0	92.5	90.9	91.6	91.3	91.4	89.3	91.3
FS	88.9	89.6	88.3	90.1	89.4	87.9	84.3	88.4
GP	97.0	93.8	94.7	94.1	94.2	95.4	95.8	95.0
KZN	94.1	93.8	95.5	95.1	94.5	94.7	88.9	93.8
LP	84.9	87.4	86.6	88.4	87.5	87.1	82.4	86.3
MP	83.2	83.6	83.0	83.6	83.5	82.2	75.3	82.1
NC	93.6	93.2	92.8	93.2	92.5	92.9	92.4	92.9
NW	85.7	86.9	87.5	87.0	87.0	86.5	82.7	86.2
WC	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0
NATIONAL	**91.7**	**91.6**	**91.7**	**92.0**	**91.7**	**91.7**	**87.7**	**91.2**

The percentage of marks captured across the respective grades was above 91%, except in the case of Grade 9, where the percentage capture was 88%.

3.2.4 Verification of ANA 2014

The DBE contracted an independent agent to report on the reliability of ANA scores. In order to be able to report on the reliability of ANA results the independent agent had to verify that test administration and marking took place in line with acceptable standards. The independent agent monitored testing in a representative sample of schools, drew a random sample of scripts in each school in the sample and marked the sampled scripts according to the DBE memoranda. The independent agent then compared Universal ANA marks to the marks of sampled learners and provided DBE with a report commenting on the agreement between the marks obtained by sampled learners and the marks of all the other learners that had been imported into the DBE data base.

The sample utilised by the independent agent was large enough for accurate estimates of the average scores of provinces as well as national marks to be calculated. In each grade and province learners in 125 schools were in the sample. In a sampled school a random sample of 25 learners per grade was drawn. Their scripts were taken away by the verification agent and marked at a central venue. The marking was done by qualified and experienced teachers and the process was monitored by subject specialists appointed by the DBE.

Data was captured and analysed and a report comparing the marks for sampled learners to all other learners was provided to DBE. Where applicable this report makes reference to the findings of the independent agent. Overall the Verification findings indicate that in general, the universal ANA results are consistent with the verification results.

3.2.5 Pilot study in Grades 7 and 8

Prior to 2014, ANA tests were developed and administrated in Grades 1 to 6 and 9, but in 2014 ANA tests were also developed for Grades 7 and 8. In September the ANA tests for Grades 7 and 8 were piloted on a sample of schools in each province alongside the ANA tests. In Grade 7 and Grade 8, a maximum of 25 learners were sampled in 450 selected schools per grade. The findings of this pilot will inform the development of assessment instruments for Grades 7 and 8 in the following years.

3.2.6 Administration of anchor tests

It has been previously noted that, even though care is taken to develop appropriate ANA tests each year, the results may not be perfectly comparable across years as the difficulty and composition of the tests may not be identical from year to year. In order to investigate the possibility of establishing statistical comparability of ANA scores over years, sets of anchor items were developed. In 2014, after completion of the ANA tests sets of anchor items were administered to a small sample of learners in each province. In Grades 6 and 9, in 10 schools per province, items were administered to 25 sampled learners after they wrote the regular ANA test. These confidential tests and items will be used to provide valid comparisons across years. The findings of this pilot study will be considered when developing systemic assessment instruments.

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 all the measureable work could be included without risking learner fatigue.

The fact that ANA 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 limits the extent to which ANA results may be used.


ordinary things.

4. ANA RESULTS 2014

4. ANA RESULTS 2014

4.1 Introduction

In this Chapter, the ANA results for 2014 are provided at the following levels:

a. National

b. Provincial

c. Districts

The results will be presented using mean scores and in addition the percentage of learners achieveing at the 50% level and above, will be used as another indicator. Information for 2012, 2013 and 2014 is 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 fair tests, the difficulty level of tests across years may not be identical.

In Chapter 3 mention was made of an independent study conducted simultaneously in a sample of schools with the ANA administered across all schools. The independed study is referred to as the Verification ANA. In the section on provincial performance the mark provided by the verification agent will be listed as “Verification”, while the regular ANA marks will be listed as “Universal”. The score that will be used throughout the report is the “Universal score” and the Verification ANA score is used to validate the “Universal score”.

Learner performance will be analysed in accordance with the seven levels of achievement, in terms of grade, school poverty quintile, and by language of learning and teaching. Results may be referenced against the goals set in the Medium Term Expenditure Framework and in the *Action Plan to 2014.* The percentages of learners in Grades 3 and 6 expected to demonstrate acceptable levels of competency are shown in **Table 4.1.**

Table 4.1: Percentage of learners expected to demonstrate adequate performance over years

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 Language and Mathematics. In this report 50% or higher in a paper will be regarded as an acceptable level of competency.

4.2 National performance

4.2.1 Average percentage marks

The average percentage marks for Mathematics in ANA 2012, 2013 and 2014 are presented in **Table 4.2** and **Figure 4.1.**

Table 4.2: National average percentage marks for Mathematics in 2012, 2013 and 2014

GRADE	MATHEMATICS AVERAGE PERCENTAGE MARK		
	2012	2013	2014
1	68	60	68
2	57	59	62
3	41	53	56
4	37	37	37
5	30	33	37
6	27	39	43
9	13	14	11

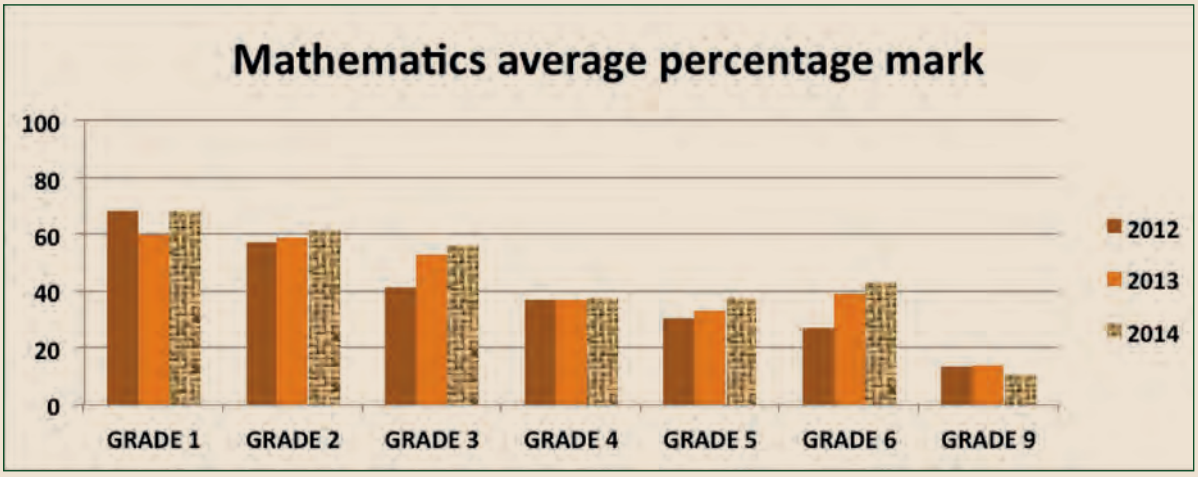


Figure 4.1: National average percentage marks for Mathematics in 2012, 2013 and 2014.

In most grades the average performance of learners in Mathematics improved, except in Grade 4 and Grade 9.

The average percentage marks for Home Language (HL) in the various grades are presented in **Table 4.3** as well as in **Figure 4.2.**

Table 4.3: National average percentage marks for Home Language in 2012, 2013 and 2014

GRADE	HOME LANGUAGE AVERAGE PERCENTAGE MARK		
	2012	2013	2014
1	58	61	63
2	55	57	61
3	52	51	56
4	43	49	57
5	40	46	57
6	43	59	63
9	43	43	48

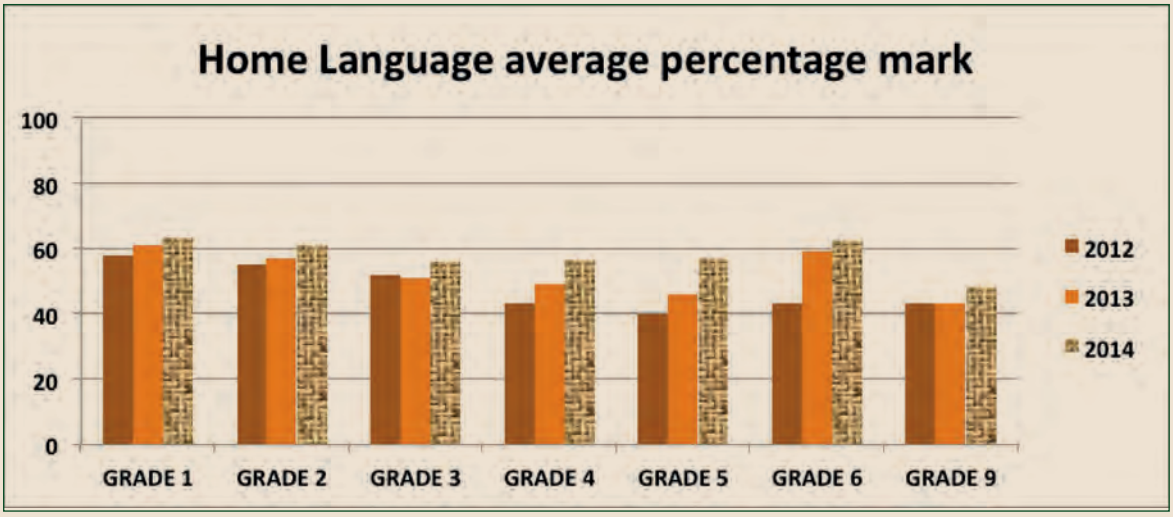


Figure 4.2: National average percentage marks for Home Language in 2012, 2013 and 2014.

Home Language marks showed an increase in most grades and a pronounced increase in Grade 5 where an increase from 46% to 57% in 2014 was observed.

The average percentage marks for First Additional Language (FAL) in the various grades are presented in **Table 4.4** as well as in **Figure 4.3.**

Table 4.4: National average percentage marks for First Additional Language in 2012, 2013 and 2014

GRADE	FIRST ADDITIONAL LANGUAGE AVERAGE PERCENTAGE MARK		
	2012	2013	2014
4	34	39	41
5	30	37	47
6	36	46	45
9	35	33	34

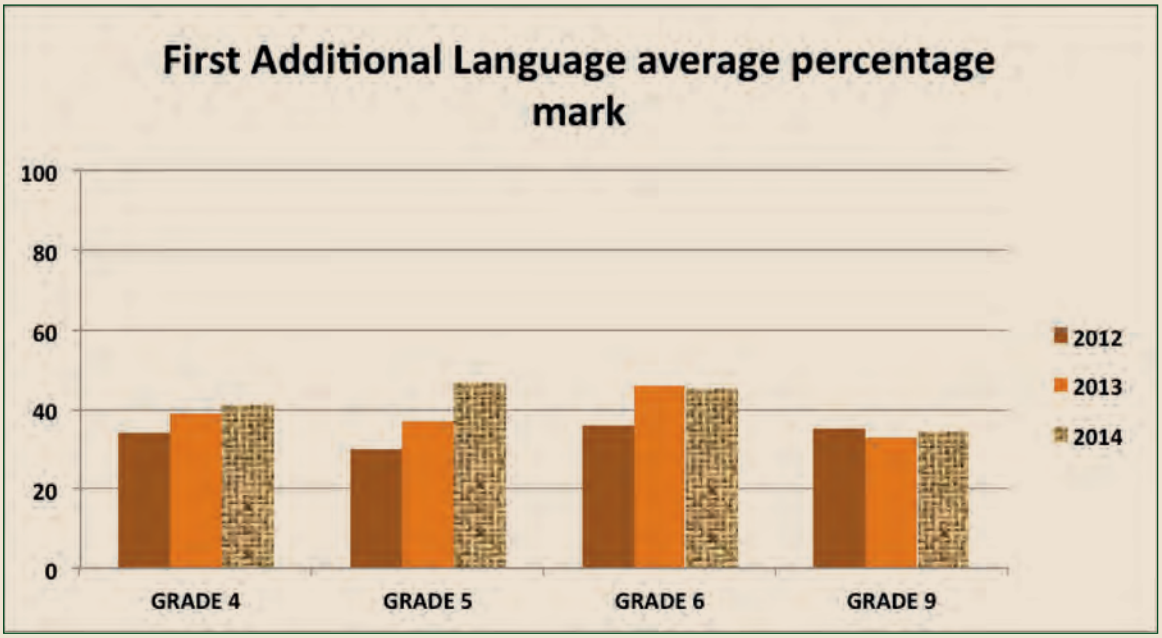


Figure 4.3: National average percentage marks for First Additional Language in 2012, 2013 and 2014.

In Grades 4, 6 and 9 the marks did not vary much across years, but a considerable increase was observed in Grade 5.

4.2.2 Percentage at adequate and higher levels

In this section the proportion of Grade 3, 6 and 9 learners who obtained 50% or more of the test marks are reported for 2012, 2013 and 2014. The focus of reporting in this section is on Grades 3, 6 and 9 because these were the grades that involved external verification and provincial re-marking.

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, 2013 and 2014 is reported in **Table 4.5** and in **Figure 4.4**.

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

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE		
	2012	2013	2014
3	36	59	65
6	11	27	35
9	2	2	3

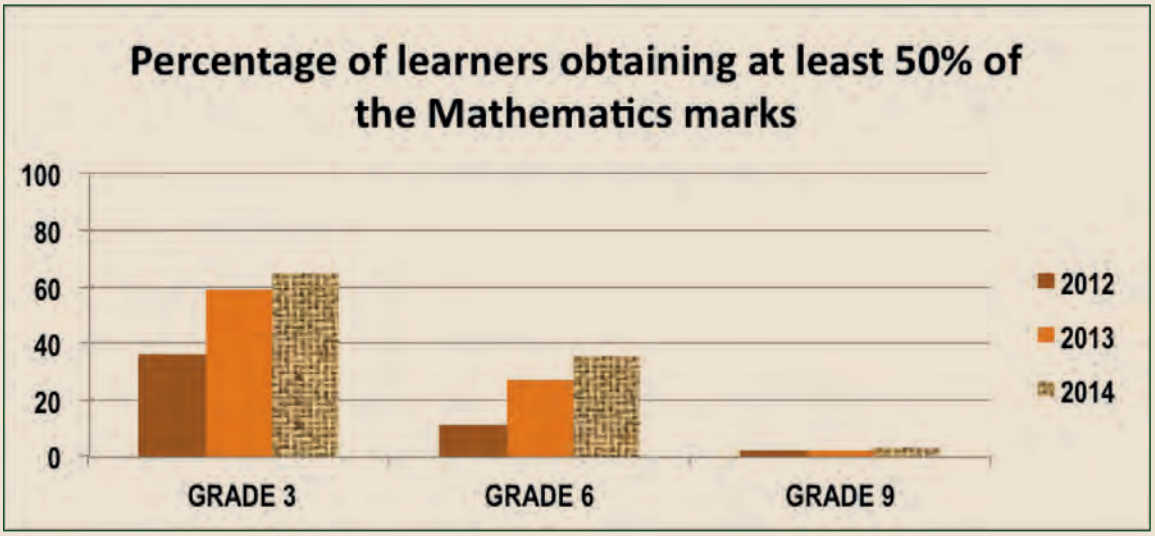


Figure 4.4: Learners with acceptable achievement in Mathematics in 2012, 2013 and 2014.

A substantial increase in the percentage of learners reaching acceptable achievement levels can be observed for Mathematics in Grades 3 and 6. For Grade 3 the target of 60% that was set in the Action Plan 2014 was achieved. In Grade 6 there has been an increase in the percentage of learners reaching acceptable achievement levels, but the target has not yet been met. In Grade 9 achievement still fell far short of the target even though there was a slight increase in the percentage of learners reaching acceptable levels.

The proportion of Grade 3, 6 and 9 learners who obtained 50% or more of the Home Language test marks in 2012, 2013 and 2014 is reported in **Table 4.6** and in **Figure 4.5**.

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

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE		
	2012	2013	2014
3	57	57	66
6	39	68	77
9	39	37	48

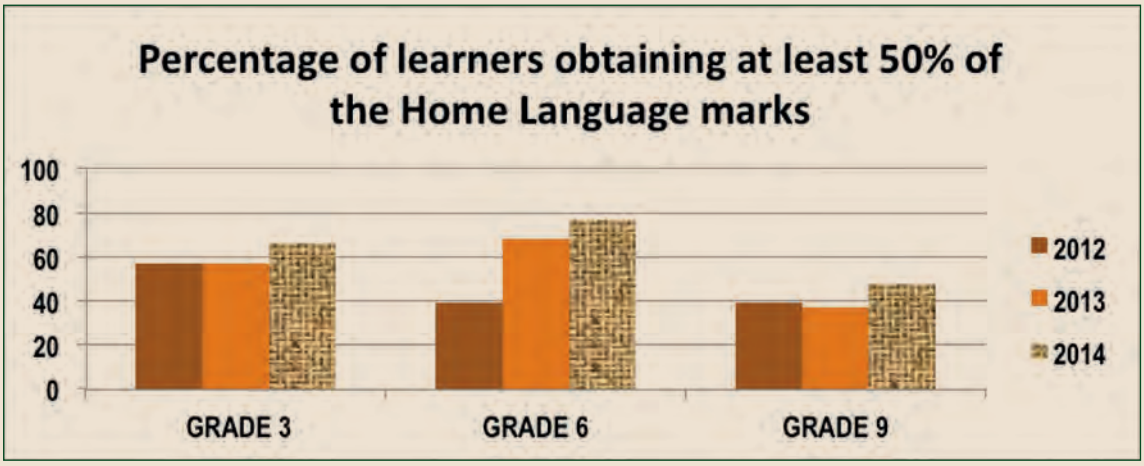


Figure 4.5: Learners with acceptable achievement in Home Language in 2012, 2013 and 2014.

For Grade 3 Home Language the target set of 60% in the Action Plan was achieved. In Grade 6 there was a large increase in the percentage of learners reaching acceptable achievement levels. The target of 60% set in the Action Plan was exceeded. The percentage of learners reaching acceptable achievement in Grade 9 increased considerably, but was still 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, 2013 and 2014 is reported in **Table 4.7** and in **Figure 4.6**.

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

GRADE	PERCENTAGE OF LEARNERS ACHIEVING 50% OR MORE		
	2012	2013	2014
6	24	41	42
9	21	17	18

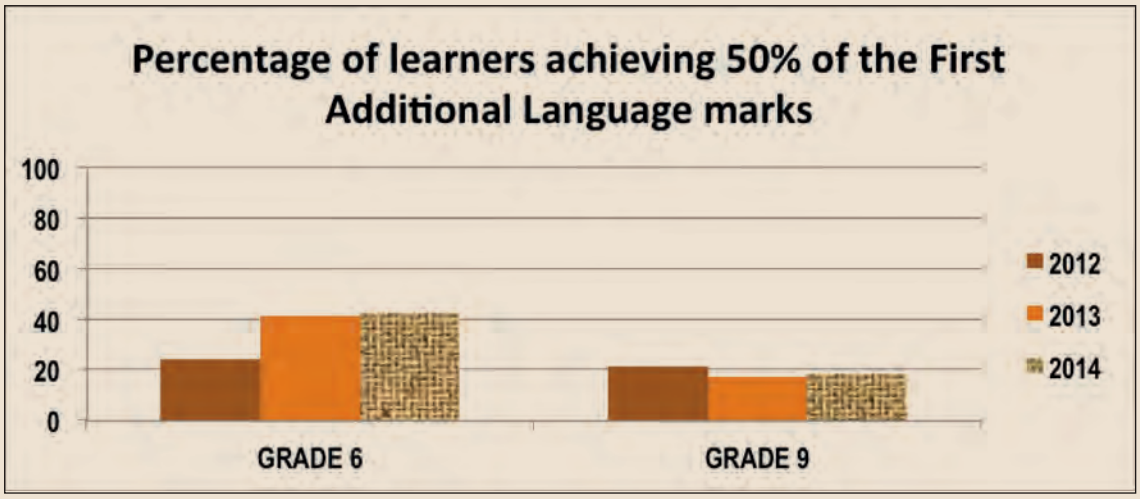


Figure 4.6: Learners with acceptable achievement in First Additional Language in 2012, 2013 and 2014.

For both Grade 6 and Grade 9 there was a slight increase in the percentage of learners reaching acceptable achievement levels. The target of 60% set in the Action Plan was not achieved. The percentage of learners reaching acceptable achievement in Grade 9 remains low.

4.3 Provincial Performance

4.3.1 Average percentage marks

The average percentage marks per province are shown in this section for foundation phase, intermediate phase and the senior phase respectively for 2012, 2013 and 2014. The average percentage marks in 2012, 2013 and 2014 are also displayed in graphs. Results will be reported per grade, starting with Grade 1 and continuing to Grade 6 and then also for Grade 9. The means reported for the Verification of ANA 2014 will be included in the tables for Grades 3, 6 and 9 but are not reflected in the graphs.

4.3.1.1 Foundation phase

GRADE 1

The average percentage mark of Grade 1 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.8** and **Figure 4.7**.

Table 4.8: Average percentage mark in Grade 1 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	65.2	56.2	64.5
FS	70.2	58.9	71.1
GP	74.1	65.0	73.9
KZN	69.1	61.8	69.3
LP	64.7	55.7	62.8
MP	65.9	56.2	67.4
NC	63.5	55.1	65.9
NW	63.3	54.7	64.4
WC	70.1	61.1	71.9
National	**68.1**	**59.6**	**68.4**

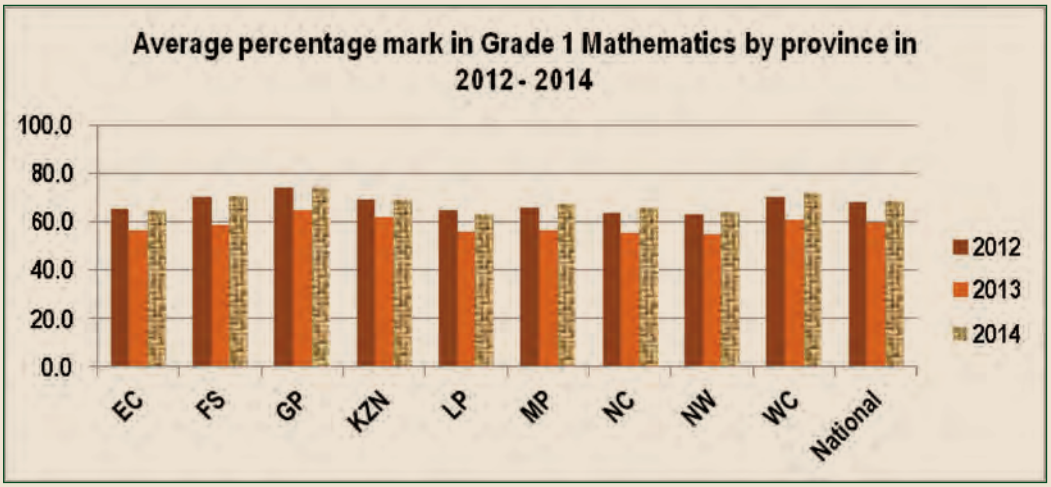


Figure 4.7: Provincial average percentage marks for Grade 1 Mathematics in 2012, 2013 and 2014

The average percentage mark was higher than 60% in all provinces with Gauteng getting the highest average percentage.

The average percentage mark of Grade 1 learners in Language by province in 2012, 2013 and 2014 is shown in **Table 4.9**.and **Figure 4.8**.

Table 4.9: Average percentage mark in Grade 1 Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	55.0	54.8	59.7
FS	59.8	61.4	65.4
GP	62.7	65.4	67.2
KZN	58.4	61.6	64.5
LP	54.6	57.9	58.3
MP	54.1	57.1	60.9
NC	52.4	56.8	60.6
NW	53.1	56.6	59.7
WC	61.0	64.5	68.4
National	**57.5**	**60.4**	**63.2**

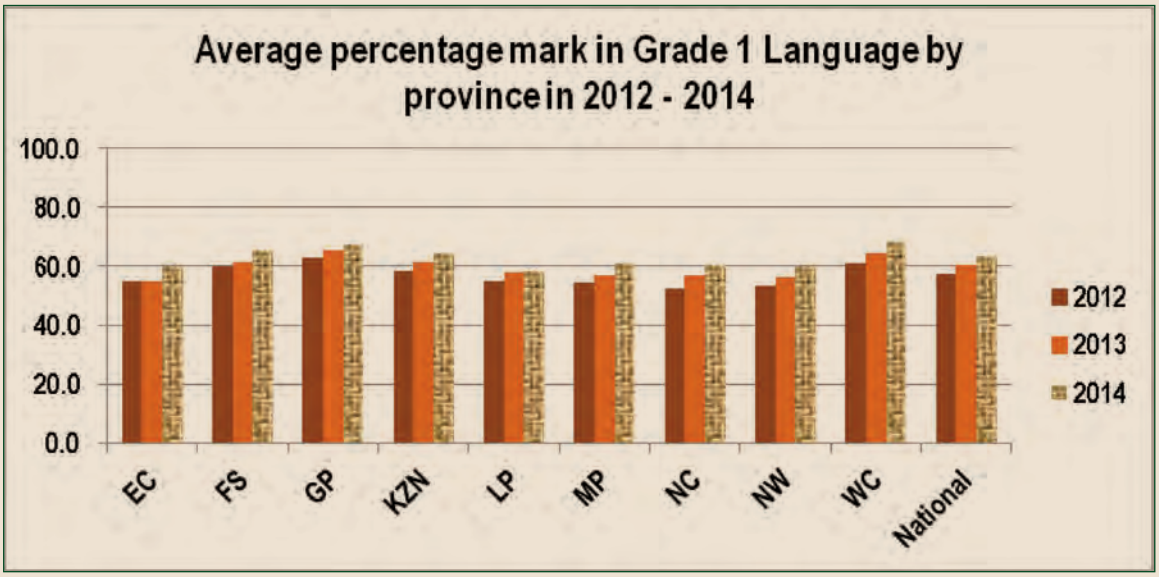


Figure 4.8: Provincial average percentage marks for Grade 1 Language in 2012, 2013 and 2014

The average percentage mark ranged between 58.3% and 68.4% with Western Cape scoring the highest.

GRADE 2

The average percentage mark of Grade 2 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.10** and **Figure 4.9**.

Table 4.10: Average percentage mark in Grade 2 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	55.2	54.1	57.7
FS	59.7	59.9	63.7
GP	63.2	64.5	66.1
KZN	58.4	60.8	63.9
LP	52.7	54.9	57.2
MP	54.3	56.0	62.6
NC	54.4	55.2	58.8
NW	50.6	54.0	58.2
WC	62.1	62.2	63.0
National	**57.4**	**58.9**	**61.8**

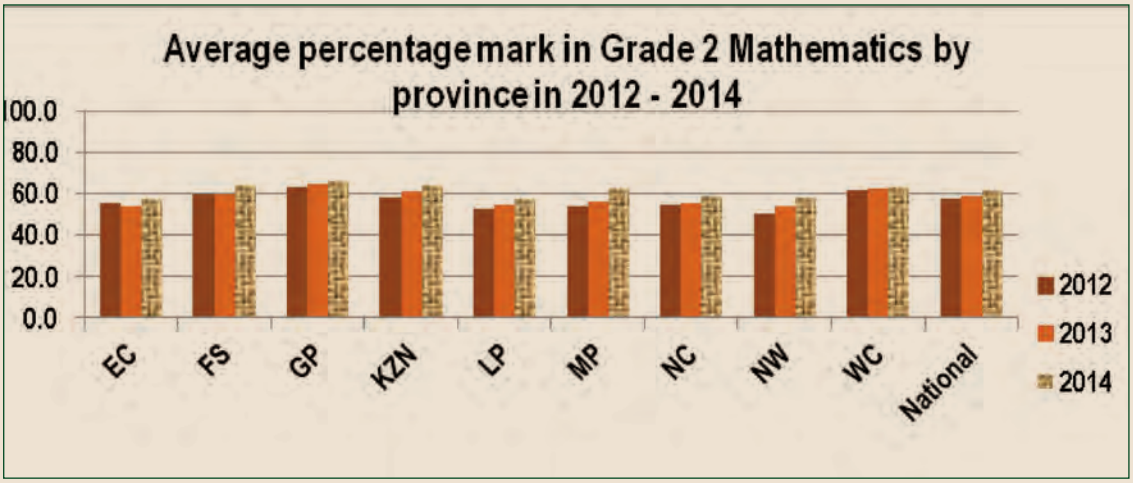


Figure 4.9: Provincial average percentage marks for Grade 2 Mathematics in 2012, 2013 and 2014

The average percentage mark was higher than 50% in all provinces with Gauteng scoring the highest.

The average percentage mark of Grade 2 learners in Language by province in 2012, 2013 and 2014 is shown in **Table 4.11** and **Figure 4.10**.

Table 4.11: Average percentage mark in Grade 2 Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	52.8	51.8	54.8
FS	56.3	56.8	63.7
GP	59.1	60.2	65.3
KZN	57.8	58.6	63.9
LP	53.3	52.9	55.1
MP	53.4	54.1	60.3
NC	48.7	52.8	58.9
NW	46.9	51.2	58.3
WC	59.9	62.0	67.0
National	**55.3**	**56.5**	**61.1**

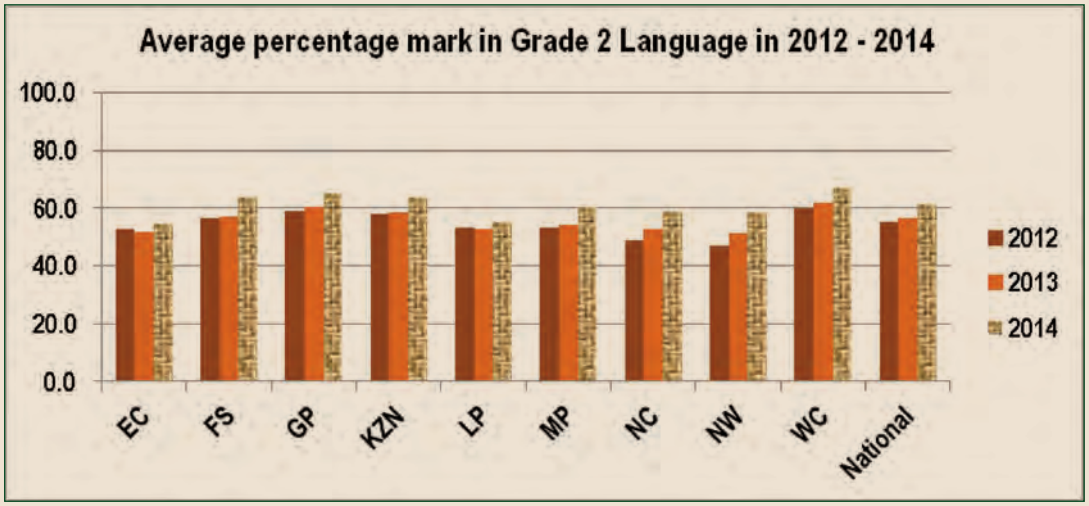


Figure 4.10: Provincial average percentage marks for Grade 2 Language in 2012, 2013 and 2014

The average percentage mark ranged between 54.8% and 67% with Western Cape scoring the highest.

GRADE 3

The average percentage mark of Grade 3 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.12** and **Figures 4.11**.

Table 4.12: Average percentage mark in Grade 3 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	40.5	50.6	52.2	48.8
FS	44.7	54.9	58.5	56.2
GP	46.9	58.9	60.7	60.3
KZN	42.2	55.5	59.1	52.2
LP	34.4	45.5	46.8	39.7
MP	35.6	47.8	52.5	50.0
NC	37.9	50.5	53.3	49.2
NW	34.1	49.1	49.3	44.1
WC	47.4	57.4	60.5	53.6
National	**41.2**	**53.1**	**55.5**	**51.3**

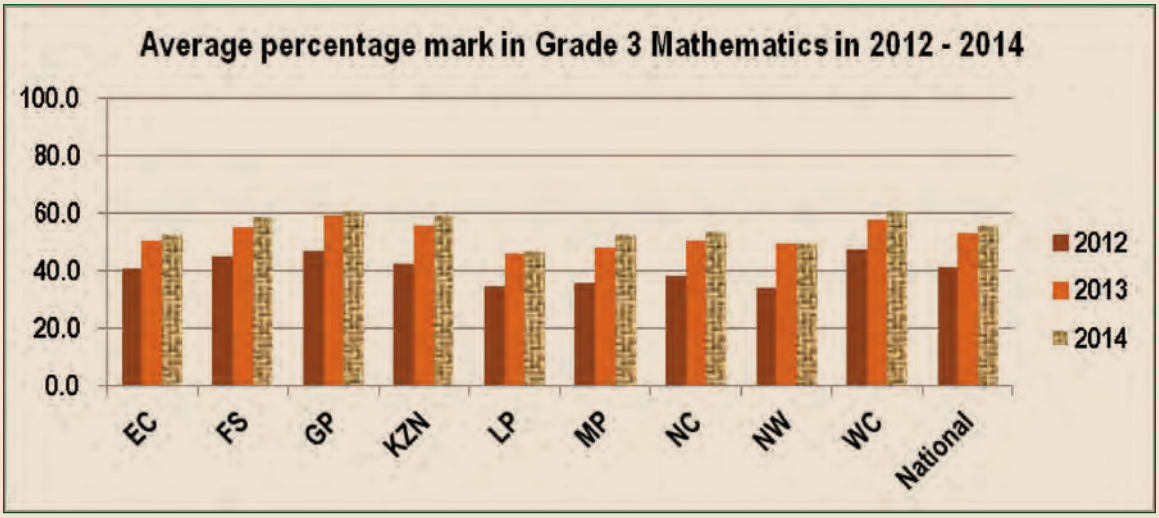


Figure 4.11: Provincial average percentage marks for Grade 3 Mathematics in 2012, 2013 and 2014

The Universal score ranged between 46.8% and 60.7%, with Gauteng scoring the highest.

The average percentage mark of Grade 3 learners in Language by province in 2012, 2013 and 2014 is shown in **Table 4.13** and **Figure 4.12**.

Table 4.13: Average percentage mark in Grade 3 Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	50.3	47.0	52.5	48.2
FS	56.3	54.4	59.0	56.8
GP	54.8	54.5	60.1	58.4
KZN	53.5	55.3	59.5	53.5
LP	47.9	46.9	51.0	41.9
MP	48.0	47.0	54.2	53.2
NC	49.4	46.2	52.7	46.2
NW	46.4	46.8	52.7	49.8
WC	57.1	49.9	57.9	53.7
National	**52.0**	**50.8**	**56.2**	**52.0**

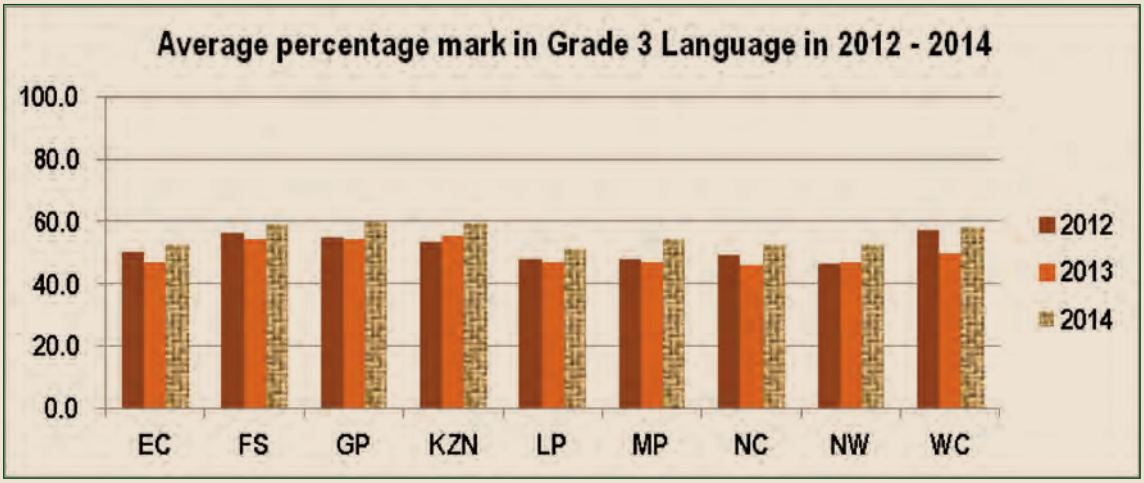


Figure 4.12: Provincial average percentage marks for Grade 3 Language in 2012, 2013 and 2014

The Universal score ranged between 51% and 60.1% with Gauteng getting the highest score.

4.3.1.2 Intermediate phase

GRADE 4

The average percentage mark of Grade 4 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.14** and **Figure 4.13**.

Table 4.14: Average percentage mark in Grade 4 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	35.3	32.6	34.8
FS	36.3	35.0	37.3
GP	42.0	43.8	44.4
KZN	39.4	39.2	39.5
LP	29.4	29.6	28.4
MP	31.7	32.8	35.5
NC	34.9	32.1	34.5
NW	31.0	29.9	30.8
WC	45.6	42.2	41.9
National	**37.0**	**36.8**	**37.3**

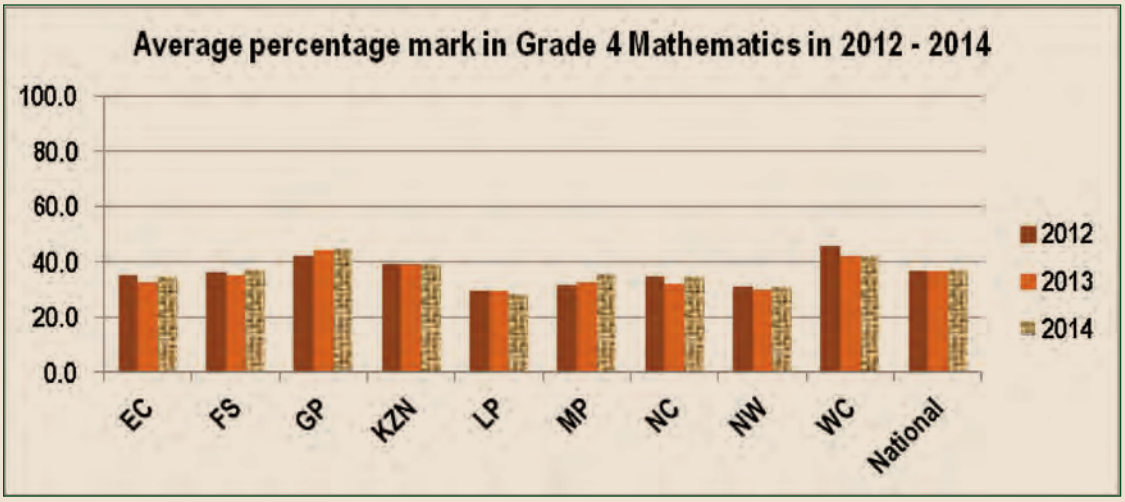


Figure 4.13: Provincial average percentage marks for Grade 4 Mathematics in 2012, 2013 and 2014

The average percentage mark ranged between 28.4% and 44.4%, with Gauteng scoring the highest mark.

The average percentage mark of Grade 4 learners in Home Language by province in 2012, 2013 and 2014 is shown in **Table 4.15** and **Figure 4.14**.

Table 4.15: Average percentage mark in Grade 4 Home Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	38.3	43.0	49.2
FS	53.4	55.5	54.3
GP	49.7	53.4	59.4
KZN	38.2	46.6	57.7
LP	24.1	44.3	50.5
MP	31.8	43.2	56.6
NC	41.1	43.9	48.6
NW	25.9	46.9	53.8
WC	54.8	54.1	57.6
National	**42.6**	**49.3**	**56.5**

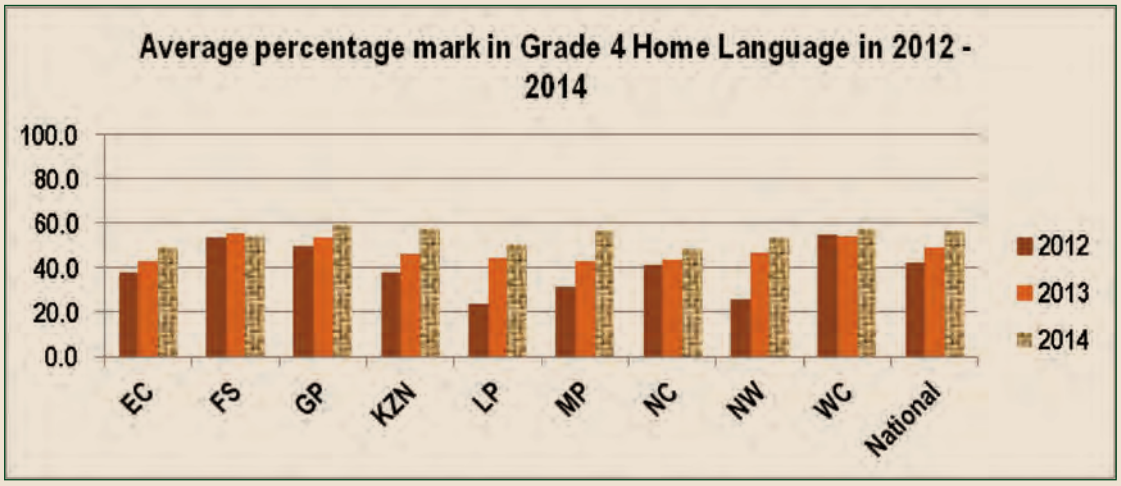


Figure 4.14: Provincial average percentage marks for Grade 4 Home Language 2012, 2013 and 2014

The average percentage mark ranged between 48.6% and 59.4% with Gauteng scoring the highest mark.

The average percentage mark of Grade 4 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in **Table 4.16** and **Figure 4.15**.

Table 4.16: Average percentage mark in Grade 4 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	36.0	37.6	40.1
FS	31.9	40.2	42.4
GP	40.0	46.4	47.4
KZN	34.3	41.8	42.6
LP	28.5	35.8	36.3
MP	30.4	38.0	40.6
NC	33.2	32.9	36.5
NW	29.9	36.5	37.9
WC	33.4	41.4	42.4
National	**33.6**	**39.2**	**41.0**

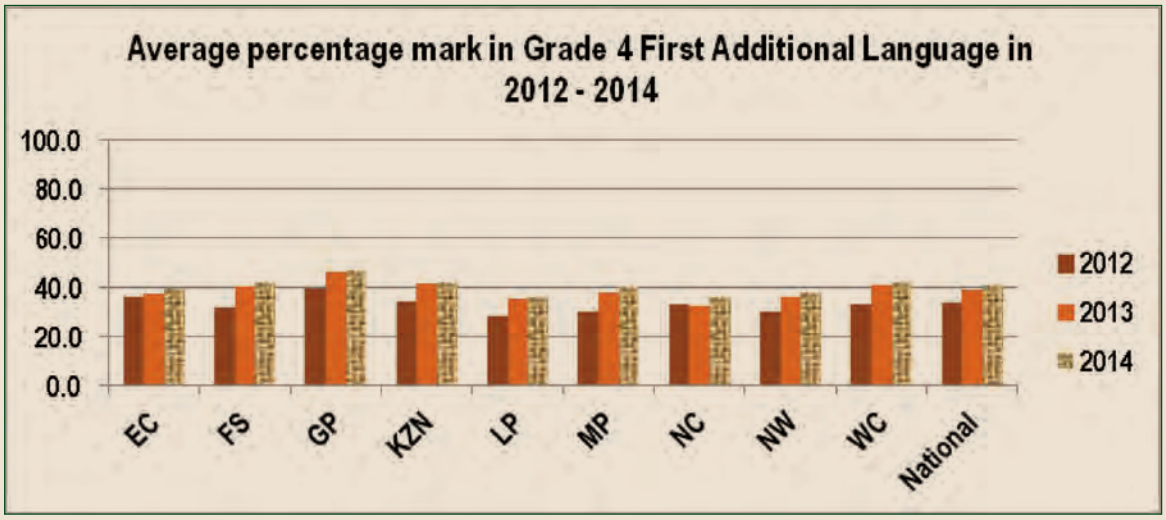


Figure 4.15: Provincial average percentage marks for Grade 4 First Additional Language 2012, 2013 and 2014

The average percentage mark ranged between 36.3% and 47.4% with Gauteng scoring the highest mark.

GRADE 5

The average percentage mark of Grade 5 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.17** and **Figure 4.16**.

Table 4.17: Average percentage mark in Grade 5 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	28.1	29.1	32.2
FS	30.9	32.5	39.3
GP	35.7	40.8	45.7
KZN	31.1	35.0	37.6
LP	24.3	26.1	27.9
MP	26.1	29.1	36.1
NC	27.1	28.8	34.0
NW	26.1	28.2	32.5
WC	39.4	39.7	45.2
National	**30.4**	**33.4**	**37.3**

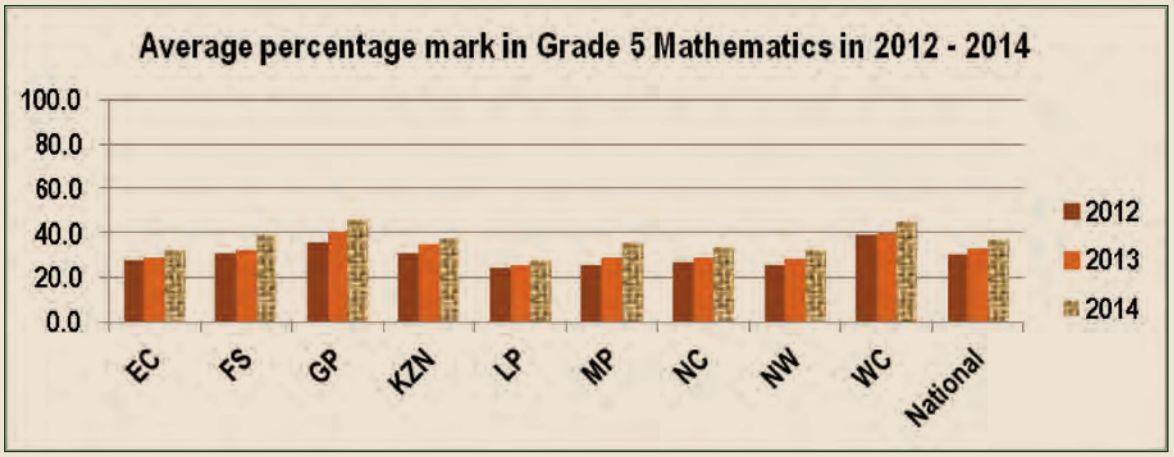


Figure 4.16: Provincial average percentage marks for Grade 5 Mathematics in 2012, 2013 and 2014

The average percentage mark ranged between 27.9% and 45.7% with Gauteng scoring the highest mark.

The average percentage mark of Grade 5 learners in Home Language by province in 2012, 2013 and 2014 is shown in **Table 4.18** and **Figure 4.17**.

Table 4.18: Average percentage mark in Grade 5 Home Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	35.0	36.3	49.7
FS	50.2	57.5	56.9
GP	45.5	51.6	59.8
KZN	34.4	43.7	56.6
LP	24.2	32.6	53.2
MP	30.9	52.2	55.4
NC	38.1	42.7	49.3
NW	26.2	39.6	58.0
WC	50.9	55.8	58.5
National	**39.9**	**45.6**	**57.1**

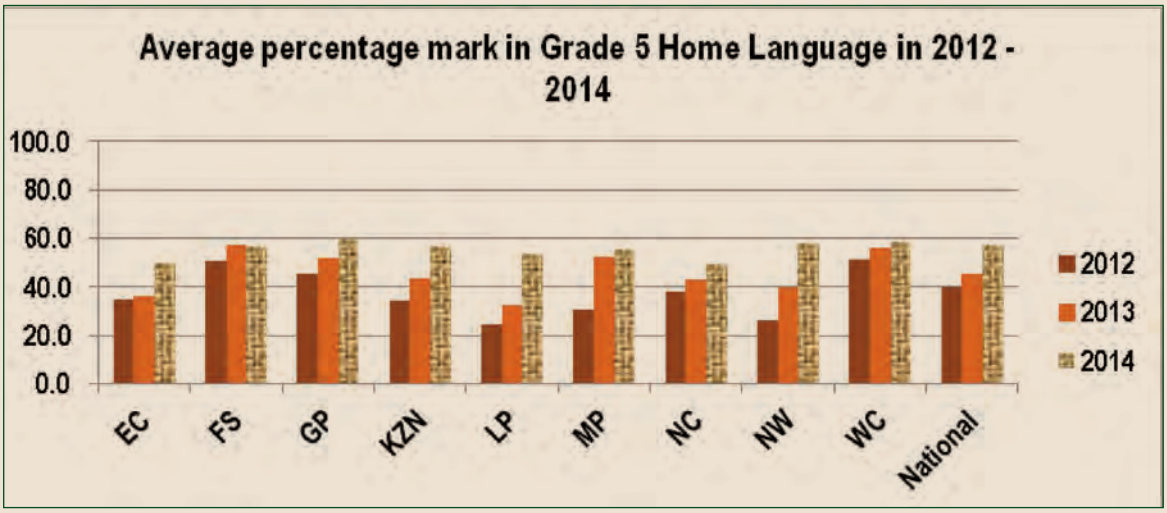


Figure 4.17: Provincial average percentage marks for grade 5 Home Language in 2012, 2013 and 2014

The average percentage mark ranged between 49.3% and 59.8% with Gauteng scoring the highest.

The average percentage mark of Grade 5 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in **Table 4.19** and **Figure 4.18**.

Table 4.19: Average percentage mark in Grade 5 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	30.3	34.1	42.8
FS	27.9	36.9	50.9
GP	35.8	47.5	54.5
KZN	31.0	37.0	47.0
LP	25.2	31.1	41.7
MP	26.3	34.8	49.1
NC	30.1	34.5	44.6
NW	27.9	34.1	46.6
WC	31.0	39.1	51.9
National	**29.6**	**36.5**	**46.7**

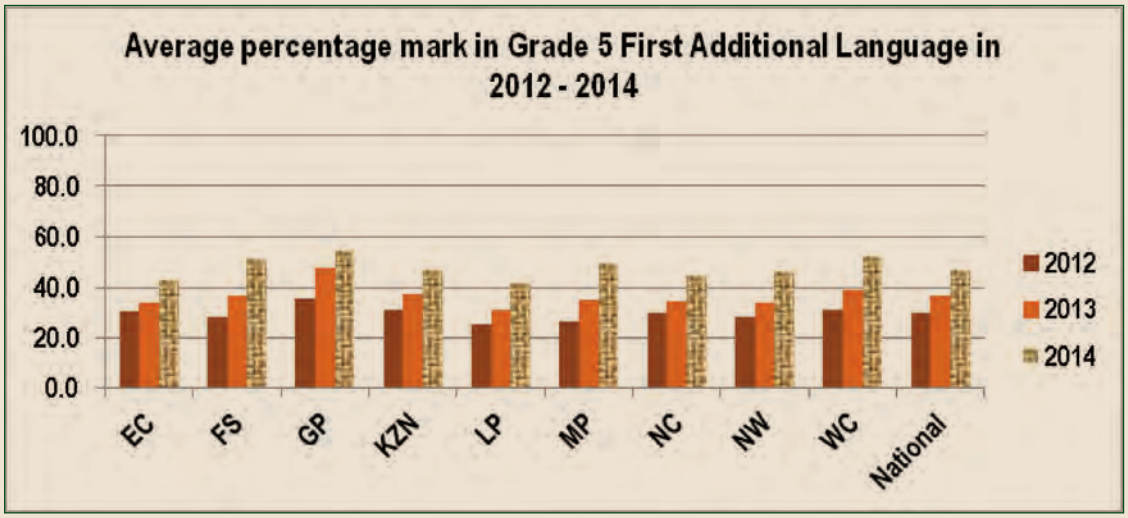


Figure 4.18: Provincial average percentage marks for grade 5 First Additional Language in 2012, 2013 and 2014

The average percentage mark ranged between 41.7% and 54.5% with Gauteng scoring the highest.

GRADE 6

The average percentage mark of Grade 6 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.20** and **Figure 4.19**.

Table 4.20: Average percentage mark in Grade 6 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	24.9	33.0	36.8	38.1
FS	28.4	40.0	47.7	48.2
GP	30.9	44.7	51.1	50.0
KZN	28.1	41.2	43.8	40.1
LP	21.4	32.9	35.3	32.8
MP	23.4	33.6	39.9	39.9
NC	23.8	35.6	39.3	41.6
NW	23.6	36.5	38.8	36.5
WC	32.7	44.9	50.9	41.8
National	**26.7**	**39**	**43.1**	**41.8**

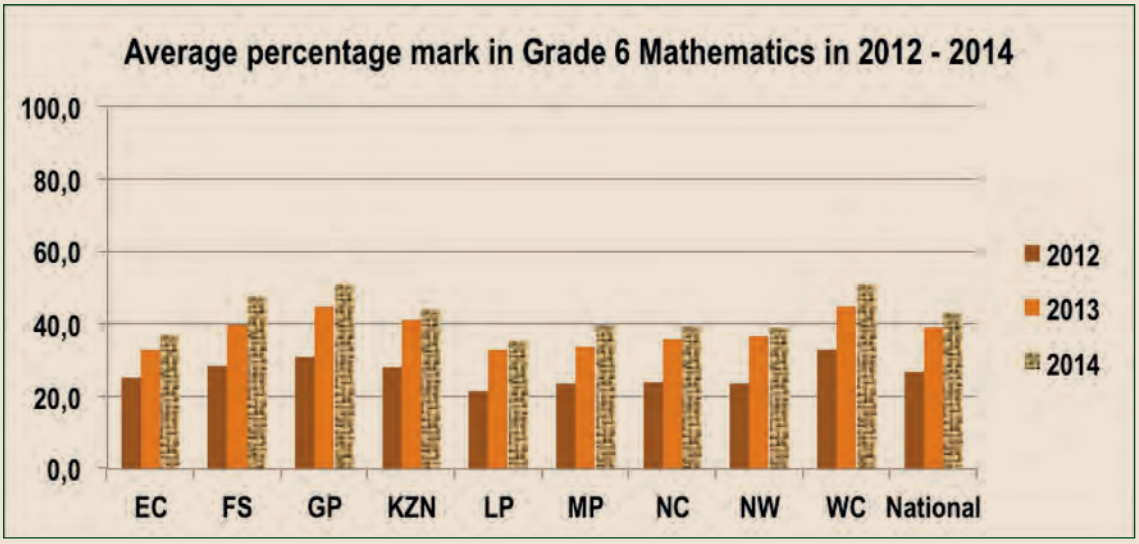


Figure 4.19: Provincial average percentage marks for Grade 6 Mathematics in 2012, 2013 and 2014

The Universal score ranged between 35.3% and 51.1%, with Gauteng scoring the highest mark.

The average percentage mark of Grade 6 learners in Home Language by province in 2012, 2013 and 2014 is shown in **Table 4.21** and **Figure 4.20**.

Table 4.21: Average percentage mark in Grade 6 Home Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	38.4	44.8	54.7	47.7
FS	52.2	64.6	63.3	62.2
GP	49.3	61.3	64.6	69.4
KZN	40.9	57.4	62.9	61.3
LP	28.2	51.6	54.1	47.4
MP	33.4	57.5	62.0	68.3
NC	39.0	52.8	56.9	58.4
NW	33.1	58.3	61.3	58.1
WC	49.7	63.0	64.8	60.4
National	**42.8**	**58.8**	**62.7**	**61.2**

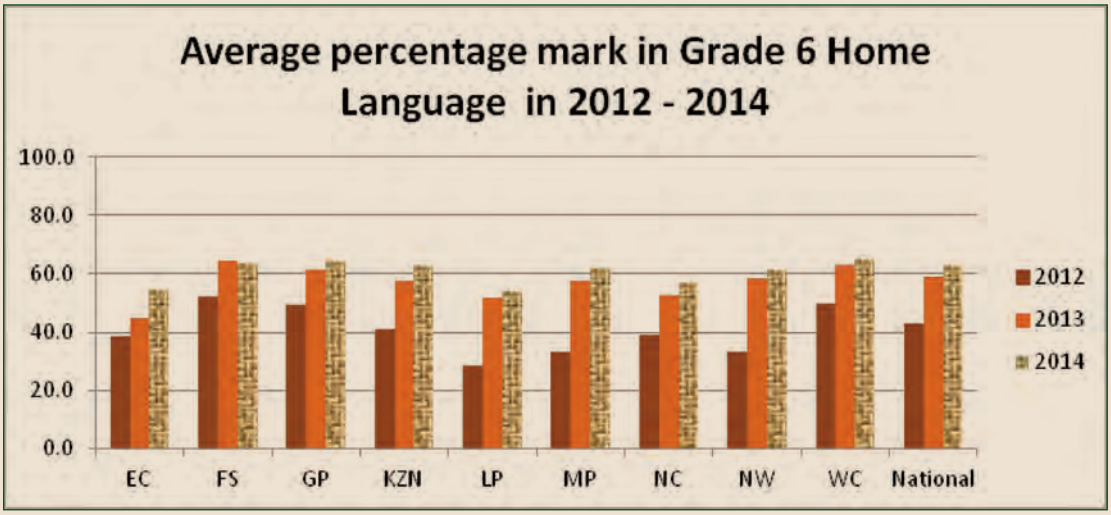


Figure 4.20: Provincial average percentage marks for Grade 6 Home Language in 2012, 2013 and 2014

The Universal score ranged between 54.1% and 64.8% with Western Cape scoring the highest.

The average percentage mark of Grade 6 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in **Table 4.22** and **Figure 4.21**.

Table 4.22: Average percentage mark in Grade 6 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	36.3	43.2	41.6	38.2
FS	37.3	47.9	49.8	48.6
GP	42.8	52.4	54.5	53.0
KZN	35.3	47.7	45.6	41.4
LP	31.7	43.2	41.2	36.0
MP	31.1	41.7	45.5	41.0
NC	36.4	40.3	42.7	36.7
NW	36.1	46.7	44.0	38.5
WC	38.3	48.1	49.6	49.9
National	**35.6**	**45.7**	**45.4**	**42.6**

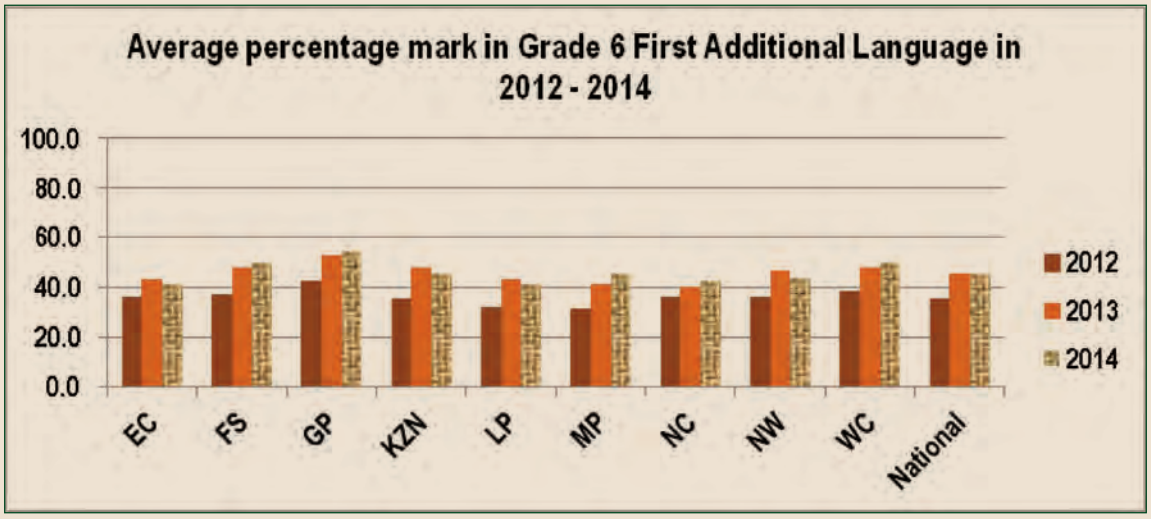


Figure 4.21: Provincial average percentage marks for Grade 6 First Additional Language in 2012, 2013 and 2014

The Universal score ranged between 41.2% and 54.5% with Gauteng scoring the highest mark.

4.3.1.3 Senior phase

GRADE 9

The average percentage mark of Grade 9 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.23** and **Figures 4.22**.

Table 4.23: Average percentage mark in Grade 9 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	14.6	15.8	13.3	11.1
FS	14.0	15.3	12.9	13.8
GP	14.7	15.9	12.4	12.9
KZN	12.0	14.4	10.7	8.2
LP	8.5	9.0	5.9	6.5
MP	11.9	13.7	11.3	12.1
NC	13.2	12.6	9.7	9.7
NW	11.2	13.3	10.6	10.4
WC	16.7	17.0	13.0	11.9
National	**12.7**	**13.9**	**10.8**	**10.9**

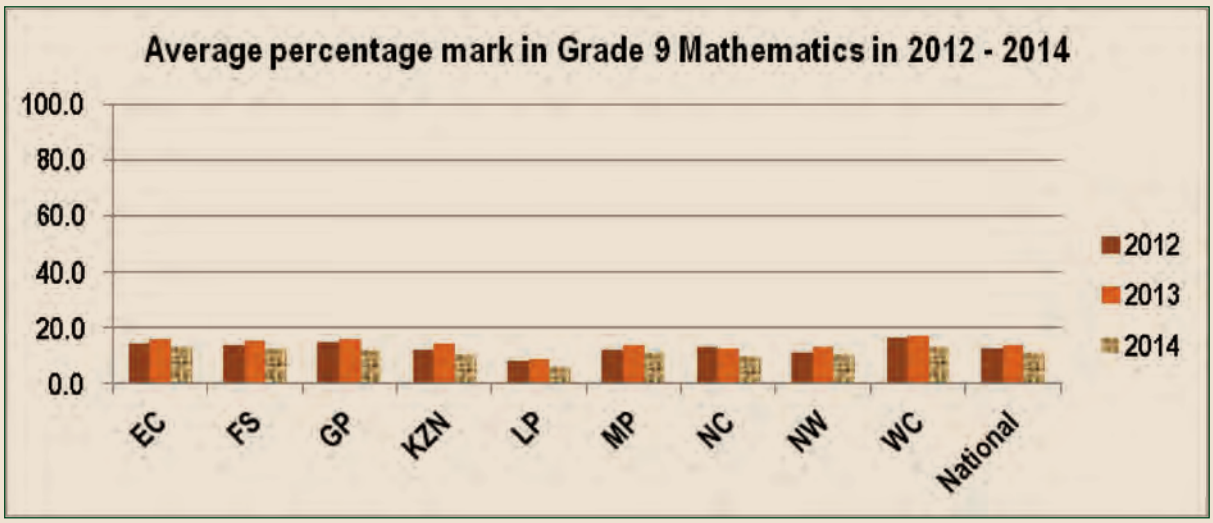


Figure 4.22: Provincial average percentage marks for Grade 9 Mathematics in 2012, 2013 and 2014

The Universal score ranged between 5.9% and 13.3% with Western Cape scoring the highest mark.

The average percentage mark of Grade 9 learners in Home Language by province in 2012, 2013 and 2014 is shown in **Table 4.24** and **Figure 4.23**.

Table 4.24: Average percentage mark in Grade 9 Home Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	42.6	35.2	44.2	43.8
FS	48.9	54.5	52.5	56.9
GP	50.3	44.0	48.4	52.9
KZN	37.7	39.3	48.0	44.9
LP	31.2	33.7	36.9	47.3
MP	40.3	52.4	53.3	56.9
NC	44.3	43.1	47.3	46.9
NW	39.3	48.5	51.8	42.8
WC	48.4	48.6	49.5	49.5
National	**43.4**	**43.1**	**48.3**	**49.4**

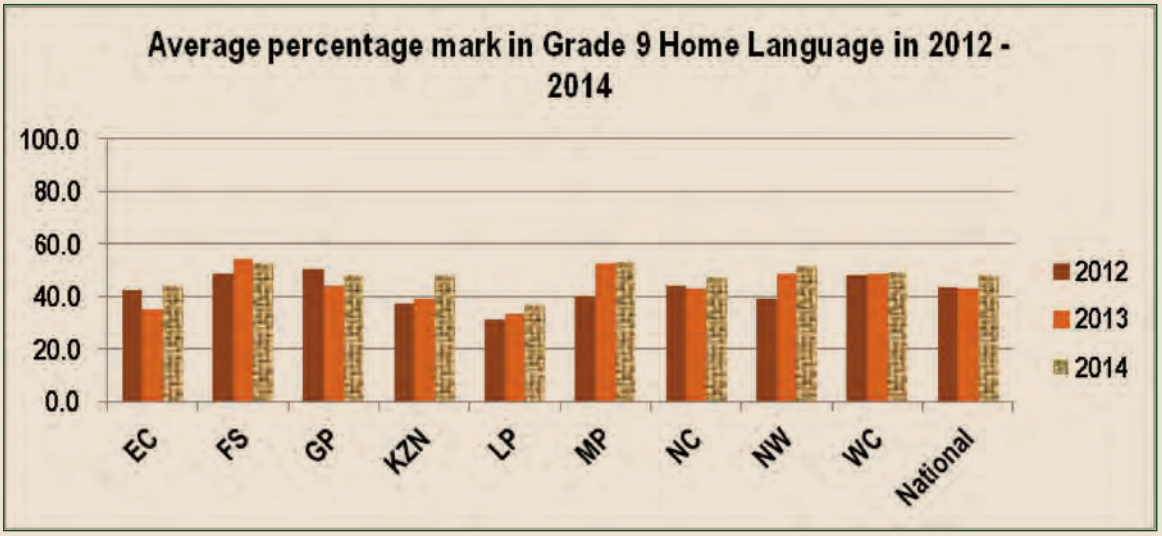


Figure 4.23: Provincial average percentage marks for Grade 9 Home Language in 2012, 2013 and 2014

The Universal score ranged between 36.9% and 53.3% with Mpumalanga scoring the highest.

The average percentage mark of Grade 9 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in **Table 4.25** and **Figure 4.24**.

Table 4.25: Average percentage mark in Grade 9 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	35.0	34.1	35.7	32.1
FS	37.2	34.6	37.9	34.8
GP	40.3	38.1	38.6	36.8
KZN	32.3	31.8	32.0	28.4
LP	29.8	29.6	29.8	27.5
MP	37.4	35.4	38.3	34.2
NC	37.9	34.7	40.0	34.5
NW	39.1	36.4	36.8	34.6
WC	37.2	36.0	38.9	39.2
National	**34.6**	**33.2**	**34.4**	**33.0**

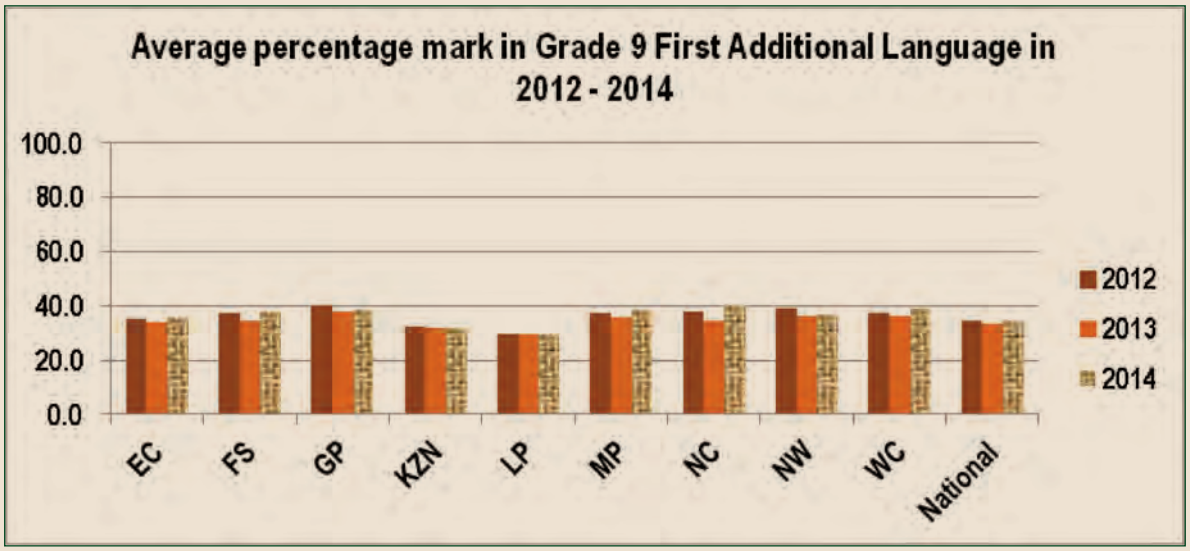


Figure 4.24: Provincial average percentage marks for Grade 9 First Additional Language in 2012, 2013 and 2014

The Universal score ranged between 29.8% and 40% with Northern Cape scoring the highest.

4.3.2 Percentage learners at adequate and higher levels

The percentage of learners attaining the adequate achievement level, are shown in this section for the foundation phase, intermediate phase and the senior phase respectively for 2012, 2013 and 2014. Results will be reported per grade.

4.3.2.1 Foundation phase

GRADE 1

The achievement of Grade 1 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.26**.

Table 4.26: Achievement in Grade 1 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	72.8	65.5	76.1
FS	81.0	71.1	84.7
GP	85.7	79.2	87.4
KZN	78.8	74.9	82.0
LP	73.1	65.2	74.3
MP	74.9	67.4	79.9
NC	71.6	62.8	77.0
NW	71.2	64.6	76.9
WC	80.3	73.2	85.1
National	**77.4**	**71.3**	**80.9**

The percentage of learners attaining acceptable achievement levels was high in all provinces with Gauteng having the highest percentage of learners in this category.

The achievement of Grade 1 learners in Language by province in 2012, 2013 and 2014 is shown in **Table 4.27**.

Table 4.27: Achievement in Grade 1 Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	60.0	63.4	70.8
FS	68.5	73.8	78.1
GP	72.1	77.9	80.5
KZN	65.4	73.5	77.4
LP	58.8	67.6	69.0
MP	58.1	67.6	72.6
NC	55.7	65.2	70.8
NW	55.5	66.9	71.1
WC	68.5	75.3	81.1
National	**63.7**	**71.4**	**75.3**

The percentage of learners attaining acceptable achievement levels was high in all provinces, varying from 70.8% for Eastern Cape to 81.1% for Western Cape.

GRADE 2

The achievement of Grade 2 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.28**.

Table 4.28: Achievement in Grade 2 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	63.3	61.6	67.9
FS	72.6	72.4	78.7
GP	78.3	78.6	81.2
KZN	69.9	73.4	78.1
LP	59.2	63.5	67.4
MP	62.9	67.4	77.3
NC	61.5	63.1	68.8
NW	54.2	61.8	69.1
WC	76.8	74.5	74.7
National	**67.8**	**70.0**	**74.5**

Similar to Grade 1, the percentage of learners attaining acceptable achievement levels was high in all provinces with Gauteng having the highest percentage of learners in the acceptable achievement category.

The achievement of Grade 2 learners in Language by province in 2012, 2013 and 2014 is shown in **Table 4.29**.

Table 4.29: Achievement in Grade 2 Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	60.0	57.1	61.9
FS	66.4	66.9	78.1
GP	69.9	69.2	77.4
KZN	68.4	68.9	76.7
LP	60.4	58.3	62.3
MP	61.4	62.3	71.9
NC	52.2	57.8	68.4
NW	48.8	56.1	67.8
WC	71.6	72.9	79.7
National	**64.0**	**64.6**	**71.9**

The percentage of learners attaining acceptable achievement levels was high in all provinces with Western Cape achieving the highest percentage.

GRADE 3

The achievement of Grade 3 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.30**.

Table 4.30: Achievement in Grade 3 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	34.9	54.9	58.1	52.3
FS	41.8	63.2	71.0	65.2
GP	47.9	69.6	73.4	73.6
KZN	37.6	64.0	70.9	56.4
LP	23.7	44.4	48.7	33.6
MP	25.0	50.2	60.3	54.9
NC	31.2	54.0	60.3	48.9
NW	23.4	51.9	53.5	39.4
WC	48.0	66.0	72.6	68.0
National	**36.3**	**59.1**	**64.5**	**55.6**

In all provinces except for Limpopo the percentage of learners attaining acceptable achievement levels in Universal ANA exceeded 50%, with Gauteng having the highest percentage of learners with marks above 50%.

The achievement of Grade 3 learners in Language by province in 2012, 2013 and 2014 is shown in **Table 4.31**.

Table 4.31: Achievement in Grade 3 Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	52.7	50.2	59.4	51.0
FS	65.2	65.7	72.1	64.8
GP	61.7	63.1	70.8	70.5
KZN	59.2	64.5	71.4	56.7
LP	48.8	49.9	56.7	42.5
MP	48.9	51.4	63.4	56.6
NC	51.4	48.6	59.2	44.8
NW	46.3	50.1	59.9	51.2
WC	67.4	54.9	68.1	64.2
National	**56.6**	**57**	**65.7**	**56.5**

In all provinces except for Northern Cape the percentage of learners attaining acceptable achievement levels in Universal ANA reached 50%, with Free State attaining the highest percentage.

4.3.2.2 Intermediate phase

GRADE 4

The achievement of Grade 4 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.32**.

Table 4.32: Achievement in Grade 4 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	22.7	20.9	22.3
FS	22.9	22.4	26.7
GP	35.9	40.1	41.3
KZN	30.5	31.2	31.0
LP	13.7	15.0	13.4
MP	16.0	17.6	21.5
NC	23.0	20.1	22.5
NW	15.5	15.2	15.7
WC	42.2	36.5	35.6
National	**26.3**	**27.1**	**27.4**

The percentage of learners attaining acceptable achievement levels was very low in most provinces. The highest performing province was Gauteng, where 41.3% of learners managed to attain acceptable achievement levels.

The achievement of Grade 4 learners in Home Language by province in 2012, 2013 and 2014 is shown in **Table 4.33**.

Table 4.33: Achievement in Grade 4 Home Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	32.5	40.0	52.3
FS	59.0	64.3	62.8
GP	53.2	59.9	71.7
KZN	31.9	45.5	67.5
LP	12.1	41.5	55.3
MP	23.6	39.3	67.8
NC	39.1	44.1	52.0
NW	14.3	47.9	60.7
WC	63.0	63.2	69.1
National	**41.3**	**52.1**	**66.4**

The percentage of learners attaining acceptable achievement levels varied across provinces from 52% for Northern Cape to 71.7% for Gauteng.

The achievement of Grade 4 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in **Table 4.34**.

Table 4.34: Achievement in Grade 4 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	28.8	28.9	33.2
FS	21.2	32.0	36.7
GP	36.9	45.7	48.2
KZN	26.4	35.3	38.1
LP	17.4	24.3	26.7
MP	19.4	27.5	33.8
NC	24.8	20.0	27.5
NW	19.5	26.1	28.7
WC	24.2	34.6	37.4
National	**25.2**	**30.9**	**35.0**

The percentage of learners attaining acceptable achievement levels varied across provinces from 26.7% for Limpopo to 48.2% for Gauteng.

GRADE 5

The achievement of Grade 5 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.35**.

Table 4.35: Achievement in Grade 5 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	12.0	14.6	18.6
FS	15.5	17.8	29.8
GP	24.3	33.9	44.0
KZN	16.7	23.7	27.9
LP	7.4	10.4	13.1
MP	8.9	12.6	22.5
NC	12.7	14.2	23.3
NW	9.1	12.6	17.9
WC	30.9	31.4	42.3
National	**16.1**	**21.2**	**27.8**

The percentage of learners attaining acceptable achievement levels varied across provinces from 13.1% for Limpopo to 44% for Gauteng.

The achievement of Grade 5 learners in Home Language by province in 2012, 2013 and 2014 is shown in **Table 4.36**.

Table 4.36: Achievement in Grade 5 Home Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	27.6	26.9	53.5
FS	53.9	66.3	67.5
GP	46.4	56.1	72.4
KZN	26.7	40.5	66.1
LP	12.0	21.3	59.4
MP	22.0	56.5	64.3
NC	31.0	39.0	53.0
NW	13.6	32.7	68.2
WC	55.2	64.2	70.6
National	**36.5**	**44.7**	**67.5**

The percentage of learners attaining acceptable achievement levels was much higher in 2014 than in previous years. The percentage of learners attaining acceptable achievement levels varied across provinces from 53% for Northern Cape to 72.4% for Gauteng.

The achievement of Grade 5 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in **Table 4.37**.

Table 4.37: Achievement in Grade 5 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	16.4	22.8	39.0
FS	11.5	25.6	54.8
GP	25.7	48.9	62.3
KZN	18.4	27.6	46.6
LP	10.8	18.1	36.8
MP	10.6	23.3	51.4
NC	17.7	24.6	43.2
NW	12.6	22.3	46.7
WC	16.0	29.8	58.3
National	**15.9**	**26.7**	**46.6**

The percentage of learners attaining acceptable achievement levels was much higher in 2014 than in previous years. The percentage of learners attaining acceptable achievement levels varied across provinces from 36.8% for Limpopo to 62.3% for Gauteng.

GRADE 6

The achievement of Grade 6 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.38**.

Table 4.38: Achievement in Grade 6 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	8.1	16.2	23.3	22.0
FS	11.7	26.5	44.0	41.0
GP	16.4	38.4	51.7	53.1
KZN	11.8	30.4	36.4	31.4
LP	4.6	15.3	21.3	15.9
MP	5.7	16.1	27.0	27.1
NC	7.6	20.5	28.2	24.4
NW	7.1	20.8	26.6	20.0
WC	19.9	37.7	50.9	44.9
National	**10.6**	**26.5**	**35.4**	**32.4**

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 21.3% for Limpopo to 51.7% for Gauteng.

The achievement of Grade 6 learners in Home Language by province in 2012, 2013 and 2014 is shown in **Table 4.39.**

Table 4.39: Achievement in Grade 6 Home Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	29.4	40.7	62.2	53.7
FS	56.8	80.4	79.3	69.3
GP	51.6	71.7	79.8	90.7
KZN	34.9	63.7	76.5	73.3
LP	14.5	53.7	59.7	54.6
MP	23.2	68.4	77.7	83.8
NC	29.1	57.3	67.0	63.1
NW	20.4	67.1	74.8	74.5
WC	50.4	76.7	82.1	79.9
National	**38.7**	**67.6**	**77.0**	**74.6**

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 59.7% for Limpopo to 82.1% for Western Cape.

The achievement of Grade 6 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in **Table 4.40**.

Table 4.40: Achievement in Grade 6 First Additional Language by province in 2012, 2013 and 2014

Province	Acceptable achievement (≥ 50%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	25	36.2	35.1	24.2
FS	24.8	45.2	51.6	45.3
GP	38.9	56.6	61.2	58.2
KZN	23.5	44.7	42.3	32.1
LP	18.2	35.4	33.9	24.0
MP	17.6	34.9	42.0	34.9
NC	25.3	29.2	36.9	28.8
NW	24.9	42.6	39.2	31.6
WC	28.7	46.4	51.1	52.2
National	**24.4**	**41.2**	**42.3**	**36.1**

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 33.9% for Limpopo to 61.2% for Gauteng.

4.3.2.3 Senior phase

GRADE 9

The achievement of Grade 9 learners in Mathematics by province in 2012, 2013 and 2014 is shown in **Table 4.41** and **Figure 4.27**.

Table 4.41: Achievement in Grade 9 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	2.6	3.3	3.3	2.2
FS	3.1	4.1	4.0	5.1
GP	3.7	5.2	4.0	2.6
KZN	1.9	3.4	2.9	2.6
LP	0.5	0.9	0.7	0.8
MP	1.0	1.8	1.9	3.6
NC	2.0	2.3	2.5	2.5
NW	1.4	2.3	1.4	2.8
WC	5.0	7.2	6.2	3.2
National	**2.3**	**2.3**	**2.9**	**2.9**

Learners performed poorly in Mathematics. The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 0.7% for Limpopo to 6.2% for Western Cape. Compared to 2013 there was a slight increase in learners attaining acceptable achievement levels.

The achievement of Grade 9 learners in Home Language by province in 2012, 2013 and 2014 is shown in **Table 4.42**.

Table 4.42: Achievement in Grade 9 Home Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	36.0	20.7	38.8	37.6
FS	48.7	61.1	59.0	62.3
GP	54.1	38.6	48.3	60.7
KZN	28.4	30.6	49.0	51.6
LP	17.0	22.4	27.4	30.7
MP	32.8	58.1	61.1	70.7
NC	36.1	34.0	44.7	36.2
NW	29.2	49.2	56.7	57.5
WC	47.4	46.3	48.7	44.3
National	**38.9**	**37**	**48.1**	**47.8**

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from to 27.4% for Limpopo to 61.1% for Mpumalanga.

The achievement of Grade 9 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in **Table 4.43**.

Table 4.43: Achievement in Grade 9 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
			2014	
	2012	2013	UNIVERSAL	VERIFICATION
EC	20.9	19.4	21.1	12.1
FS	22.9	17.4	21.5	15.6
GP	31.0	25.6	25.0	21.0
KZN	17.6	15.2	16.1	12.3
LP	13.7	12.9	11.4	7.8
MP	24.8	19.3	23.5	17.7
NC	26.2	18.2	26.5	19.5
NW	27.0	20.5	19.7	13.9
WC	22.9	19.2	24.2	22.6
National	**20.8**	**17.1**	**18.3**	**15**

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 11.4% for Limpopo to 26.5% for Northern Cape.

4.4 Analysis by Seven Levels of Achievement

Learner achievement was expressed in terms of the seven levels of achievement specified in the CAPS document. This analysis was done for Grades, 3, 6 and 9. The levels are shown in the table below.

Key: Seven Levels

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 this document Meritorious achievement together with Outstanding achievement will be referred to as high achievement levels. In the same vein learners in the categories Not achieved and Elementary achievement will be referred to as poorly achieving learners. The distribution of learner achievement across the achievement levels is shown in **Table 4.44** and **Figure 4.25** for Grade 3 Mathematics.

Table 4.44: Percentage of Grade 3 learners in achievement levels in Mathematics by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
LP	21.8	13.8	15.8	18.0	14.2	9.9	6.6
NW	19.4	12.2	14.9	18.3	15.4	11.1	8.8
NC	16.9	10.3	12.6	16.4	15.6	14.5	13.8
EC	16.3	11.4	14.2	17.0	16.0	13.4	11.7
MP	14.4	11.0	14.4	19.2	17.6	13.8	9.7
WC	10.2	7.3	9.8	14.7	17.4	18.2	22.4
GP	9.2	7.3	10.1	15.5	17.5	18.3	22.2
FS	9.2	7.9	11.9	17.7	18.9	17.3	17.1
KZ	9.2	8.2	11.7	17.4	17.9	17.1	18.5
National	**13.2**	**9.7**	**12.6**	**17.0**	**16.8**	**15.2**	**15.4**

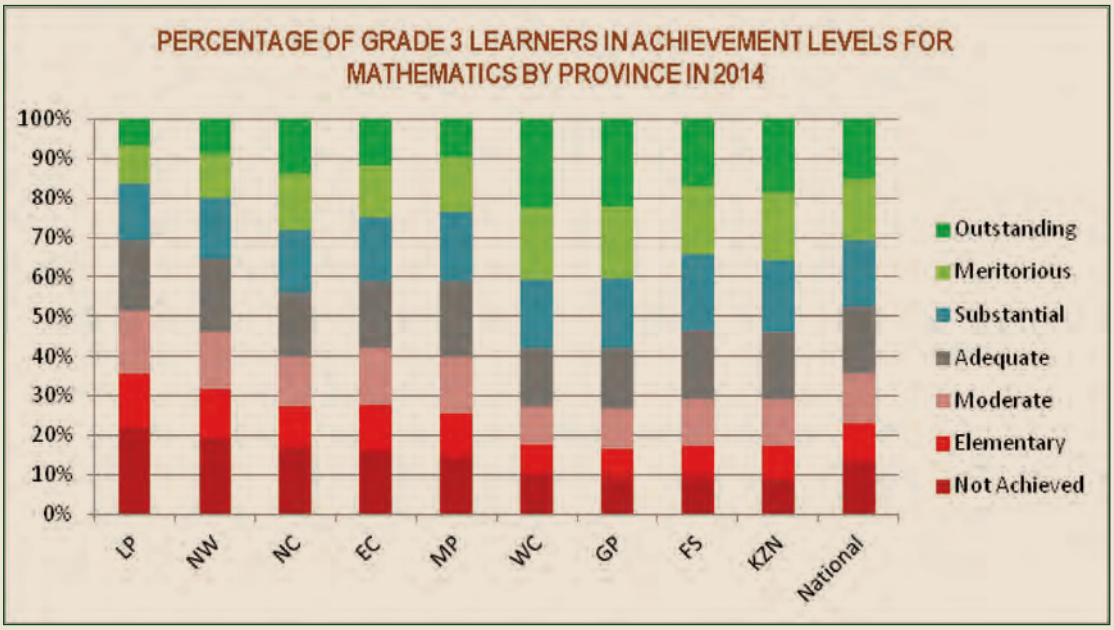
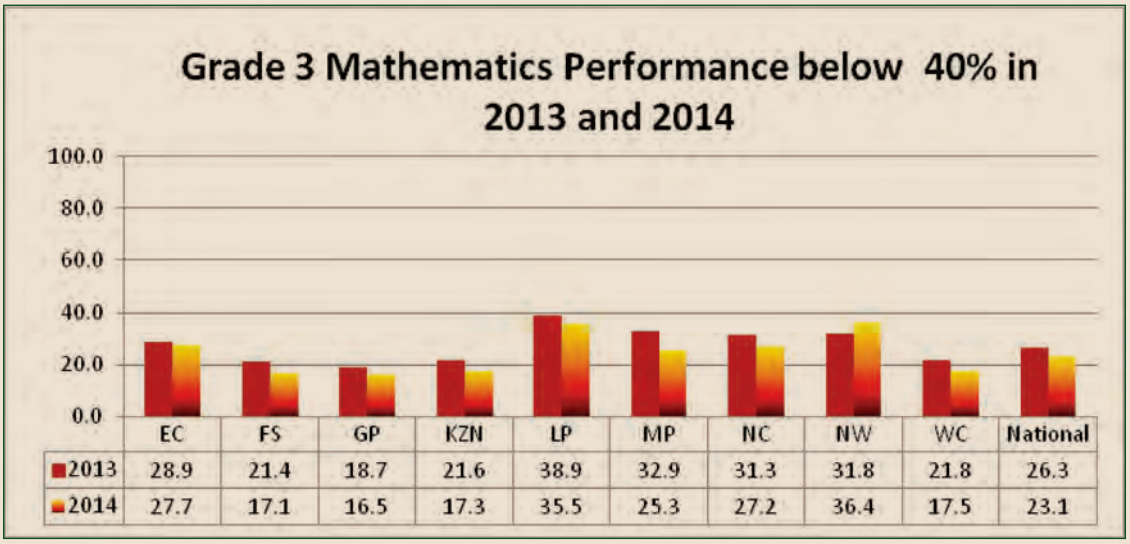


Figure 4.25: Percentage of grade 3 learners in achievement levels in Mathematics by province

About 13% of the learners function at the not achieved level in Grade 3 Mathematics. About 30% of learners function at high achievement levels.

Performance of learners in the not achieved level is presented in Figure 4.26 for Grade 3 Mathematics.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	National
2013	28.9	21.4	18.7	21.6	38.9	32.9	31.3	31.8	21.8	26.3
2014	27.7	17.1	16.5	17.3	35.5	25.3	27.2	36.4	17.5	23.1

Figure 4.26: Grade 3 Mathematics Performance below 40% in 2013 and 2014

In 2014 fewer learners performed at a lower category.

The distribution of learner achievement across achievement levels is shown in **Table 4.45** and **Figure 4.27** for Grade 3 Home Language.

Table 4.45: Percentage of Grade 3 learners in achievement levels in Home Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
LP	22.1	10.4	10.8	15.1	13.8	13.2	14.6
NC	20.0	9.7	11.1	14.7	14.7	13.3	16.4
EC	19.7	9.9	11.0	14.9	15.1	14.4	15.0
NW	19.4	10.0	10.7	15.7	14.7	14.1	15.4
MP	17.4	9.1	10.2	16.4	15.9	15.3	15.9
WC	14.8	7.7	9.5	14.3	15.9	16.1	21.8
GP	12.6	7.6	8.9	14.0	15.0	16.5	25.4
KZN	12.1	7.4	9.1	14.9	16.4	17.8	22.4
FS	11.0	7.4	9.5	17.2	17.5	17.5	19.8
National	**15.9**	**8.6**	**9.9**	**15.0**	**15.4**	**15.7**	**19.5**

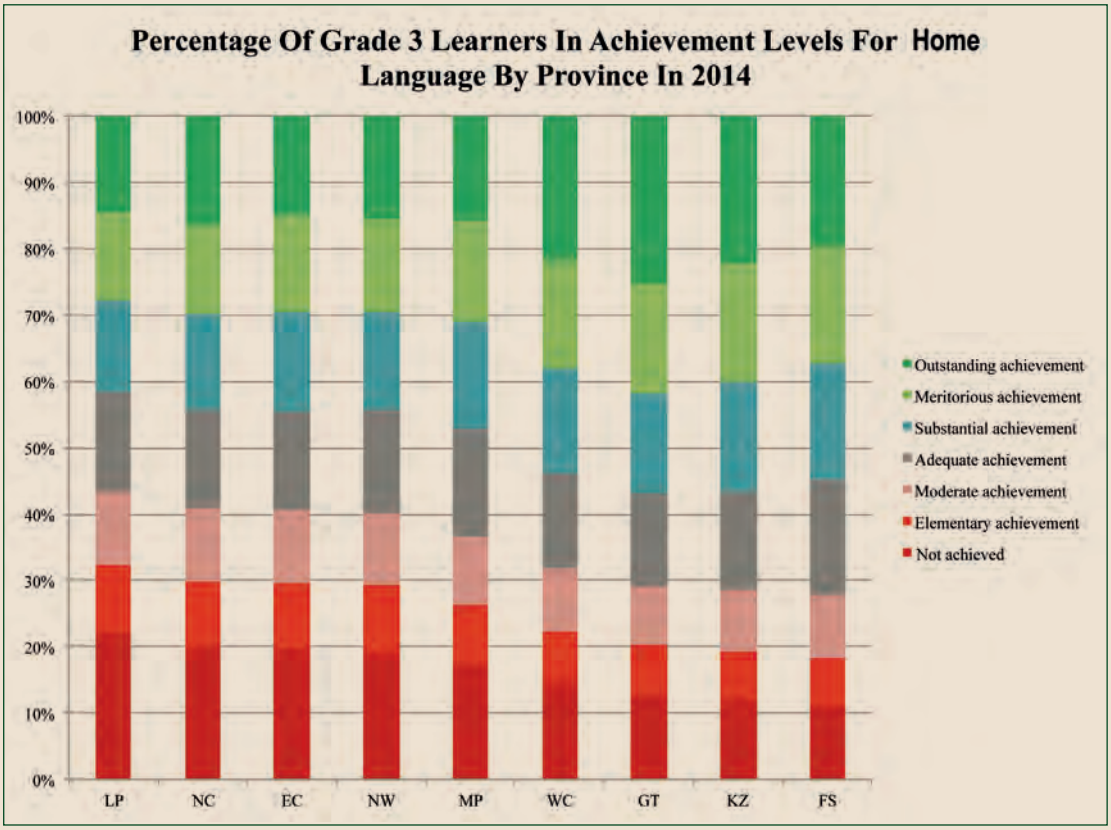


Figure 4.27: Percentage of Grade 3 learners in achievement levels in Home Language by province

About 16% of the learners function at the not achieved level in Grade 3 Home Language. About 35% of the learners function at high achievement levels.

Performance of learners in the not achieved level is presented in figure 4.28 for Grade 3 Home Language

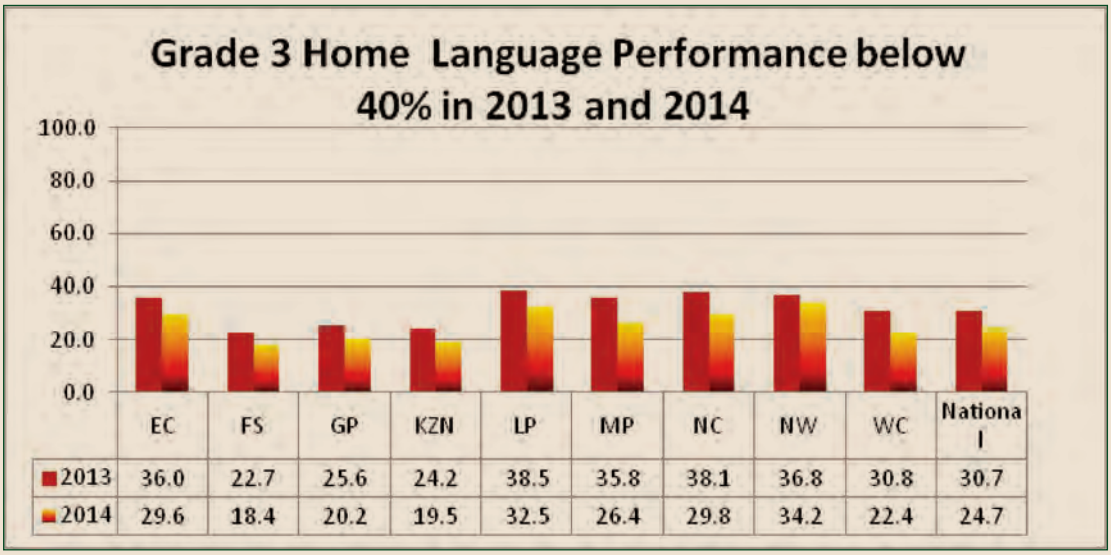


Figure 4.28: Grade 3 Home Language Performance below 40% in 2013 and 2014

In 2014 fewer learners performed at a lower category.

The distribution of learner achievement across achievement levels is shown in **Table 4.46** and **Figure 4.29** for Grade 6 Mathematics.

Table 4.46: Percentage of Grade 6 learners in achievement levels in Mathematics by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
LP	42.8	17.9	18.1	10.8	6.4	2.6	1.4
EC	40.2	18.1	18.5	10.7	7.2	3.3	2.1
NC	37.1	17.1	17.6	11.3	8.0	4.7	4.3
NW	35.4	18.5	19.5	12.2	7.9	3.8	2.7
MP	31.4	19.3	22.3	12.4	8.2	4.1	2.3
KZN	26.7	16.3	20.7	14.3	11.3	6.1	4.7
FS	18.9	14.9	22.3	16.8	13.3	7.4	6.4
WC	18.4	14.7	16.0	15.6	13.7	9.6	12.1
GP	16.5	12.5	19.3	16.4	15.2	10.2	9.8
National	**28.9**	**16.3**	**19.4**	**13.6**	**10.5**	**6.0**	**5.3**

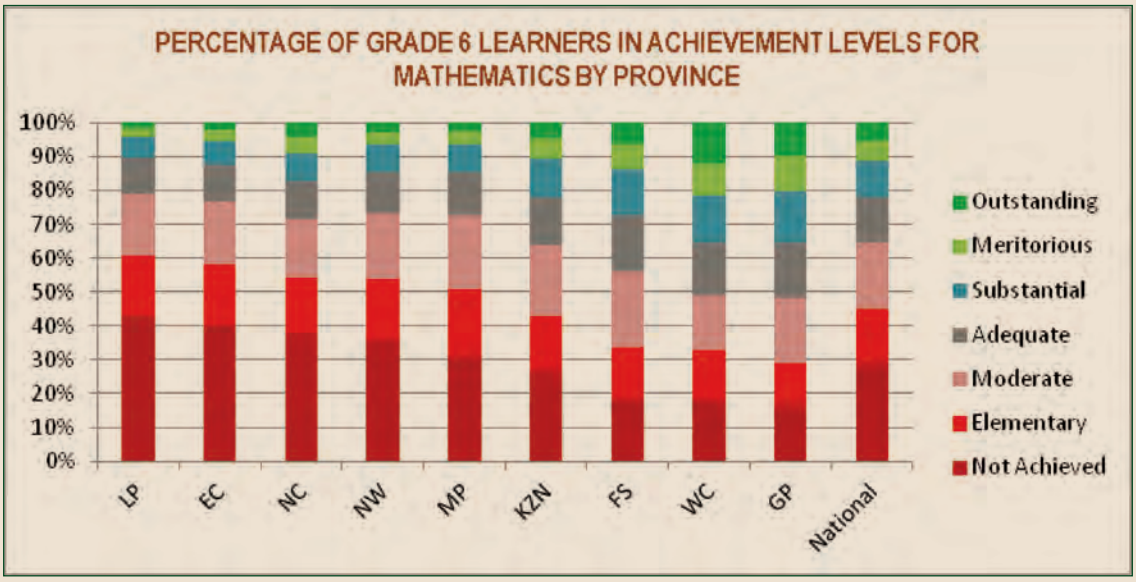
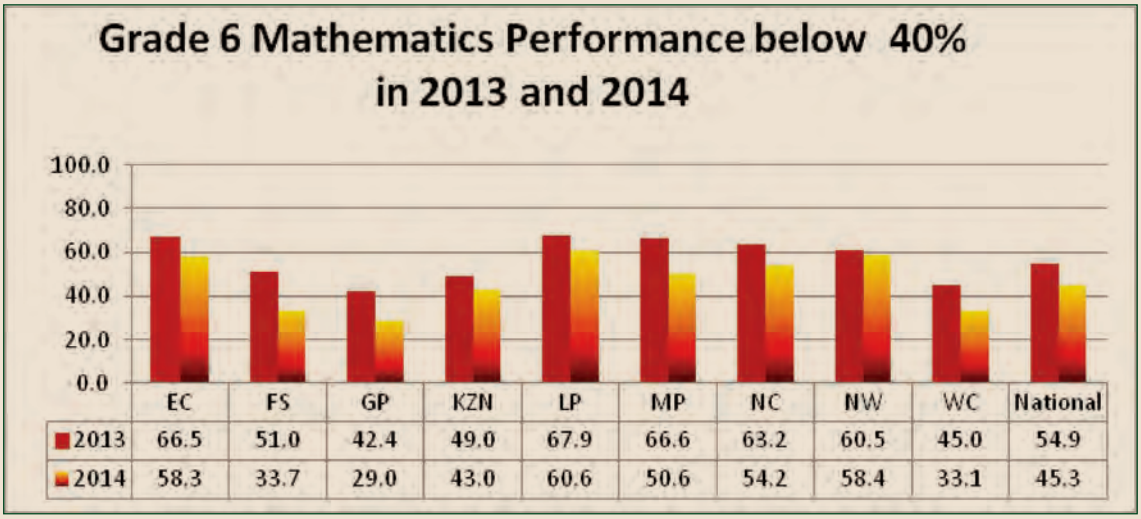


Figure 4.29: Percentage of Grade 6 learners in achievement levels in Mathematics by province

About 29% of the learners function at the not achieved level in Grade 6 Mathematics. About 11% of learners function at high achievement levels.

Performance of learners in the not achieved level is presented in figure 4.30 for Grade 6 Mathematics



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	National
2013	66.5	51.0	42.4	49.0	67.9	66.6	63.2	60.5	45.0	54.9
2014	58.3	33.7	29.0	43.0	60.6	50.6	54.2	58.4	33.1	45.3

Figure 4.30: Grade 6 Mathematics Performance below 40% in 2013 and 2014

Learners in the poorly achieving category decreased in 2014.

The distribution of learner achievement across achievement levels is shown in **Table 4.47** and **Figure 4.31** for Grade 6 Home Language.

Table 4.47: Percentage of Grade 6 learners in achievement levels in Home Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
LP	17.8	10.2	12.2	13.5	15.3	14.7	16.3
EC	16.3	9.9	11.6	14.9	17.0	16.6	13.7
NC	11.5	9.0	12.4	17.2	19.2	16.7	14.0
NW	8.3	6.6	10.3	15.4	19.5	19.3	20.7
KZN	7.6	6.8	9.1	14.7	17.7	20.1	24.0
GP	7.0	5.1	8.1	13.2	17.9	22.0	26.6
MP	6.3	5.8	10.2	17.6	20.4	20.0	19.7
FS	5.9	6.0	8.7	15.9	20.1	21.5	21.9
WC	5.4	4.5	8.0	15.0	21.0	22.8	23.2
National	**7.9**	**6.0**	**9.0**	**14.6**	**18.8**	**20.9**	**22.8**

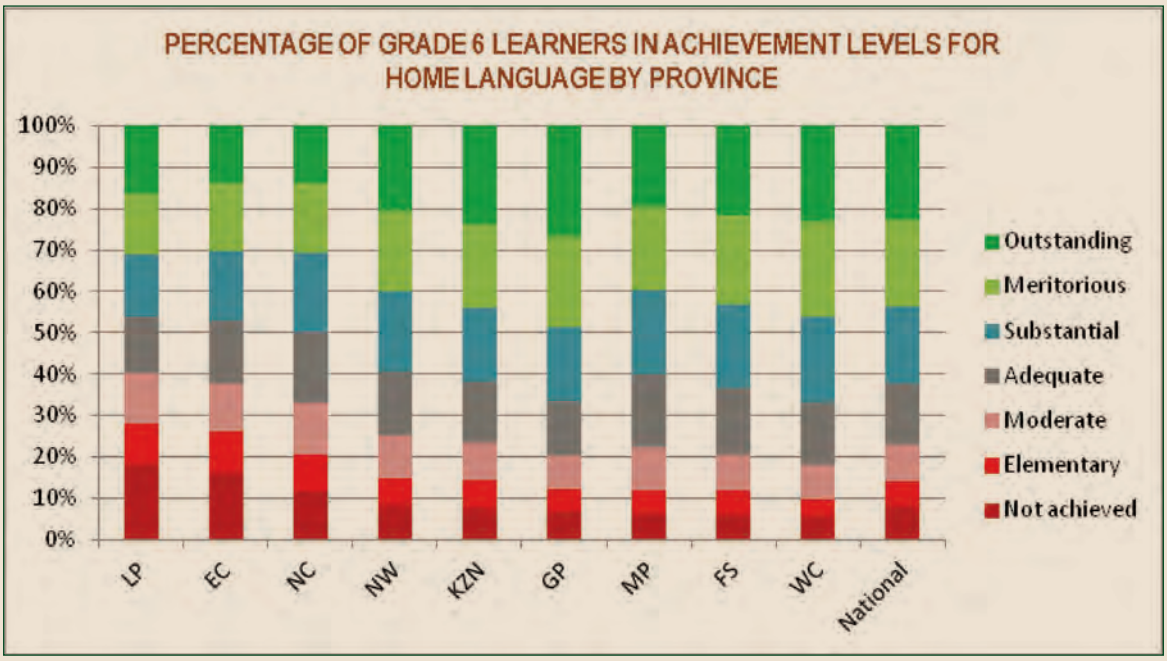


Figure 4.31: Percentage of Grade 6 learners in achievement levels in Home Language by province

About 8% of the learners function at the not achieved level in Grade 6 Home Language. About 44% of the learners function at high achievement levels.

Performance in the poorly achieving category is presented in figure 4.32 for Grade 6 Home Language

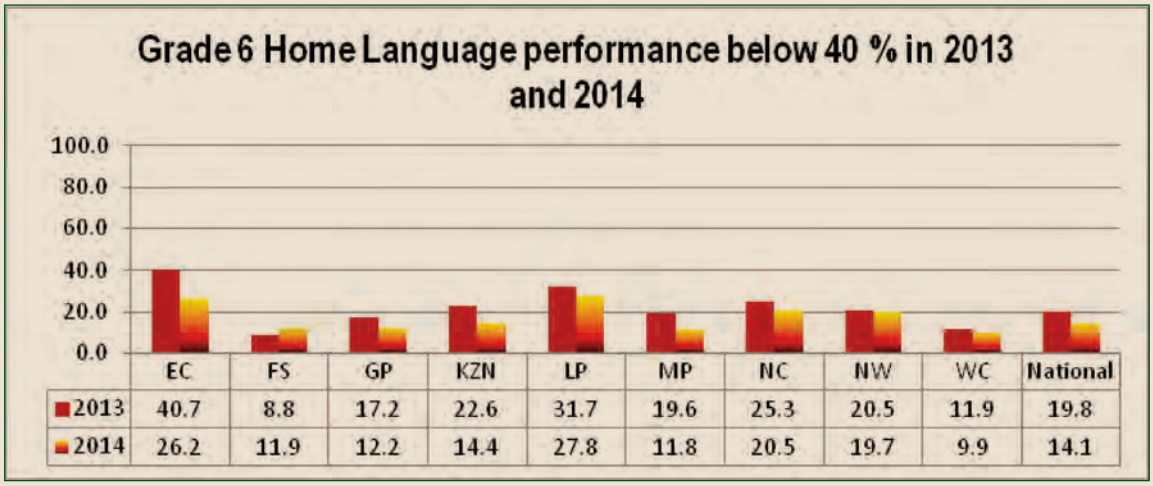


Figure 4.32: Grade 6 Home Language Performance below 40% in 2013 and 2014

The number learners in the poorly achieving category decreased in 2014.

The distribution of learner achievement across achievement levels is shown in **Table 4.48** and **Figure 4.33** for Grade 6 First Additional Language.

Table 4.48: Percentage of Grade 6 learners in achievement levels in First Additional Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
LP	32.0	17.6	16.5	13.6	9.5	6.5	4.4
EC	30.2	17.3	17.4	14.6	10.5	6.6	3.4
NC	28.0	18.8	16.3	14.7	11.3	6.8	4.1
NW	25.9	17.8	17.1	15.7	11.1	7.7	4.8
KZN	24.0	16.3	17.4	15.9	12.0	8.6	5.9
MP	23.3	16.5	18.2	16.1	12.2	8.4	5.4
WC	17.0	14.4	17.5	18.5	14.9	10.9	6.9
FS	15.8	14.4	18.1	18.9	15.3	10.7	6.8
GP	14.5	10.5	13.7	16.4	16.6	14.9	13.3
National	**24.8**	**16.0**	**16.9**	**15.6**	**12.1**	**8.7**	**6.0**

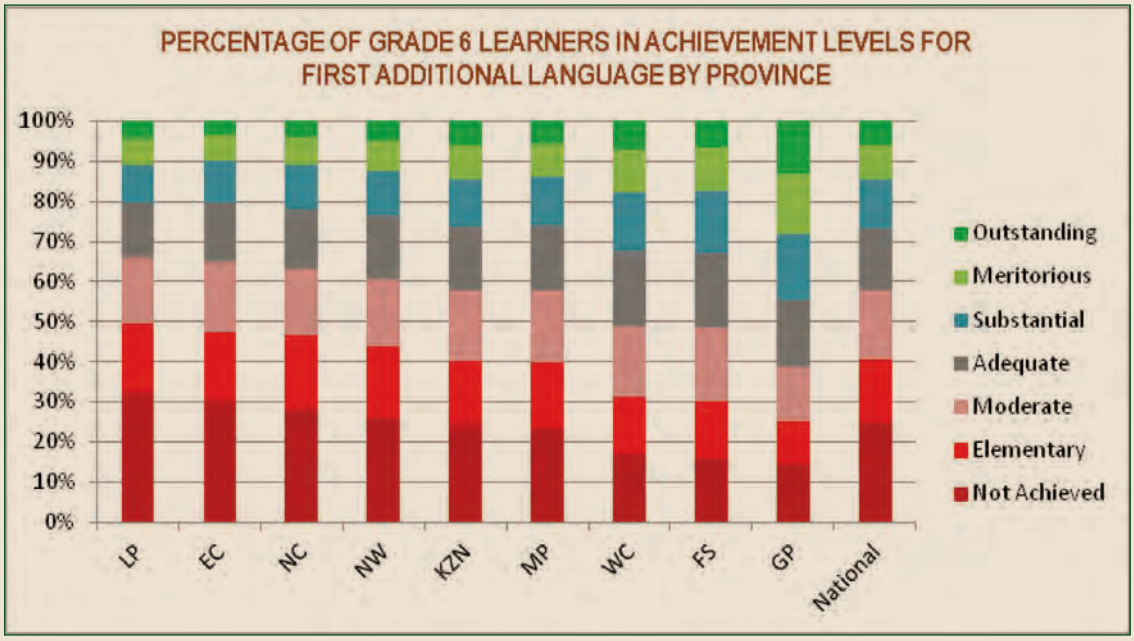
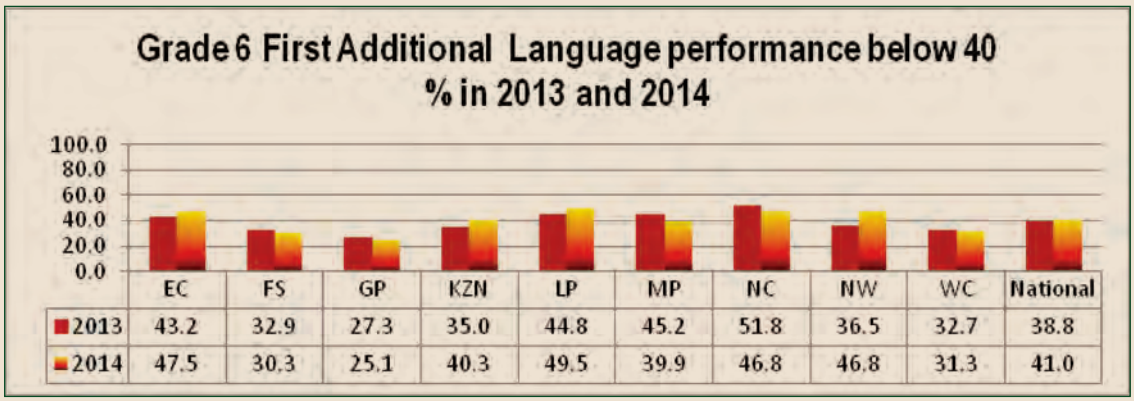


Figure 4.33: Percentage of Grade 6 learners in achievement levels in First Additional Language by province

About 25% of the learners function at the not achieved level in Grade 6 Home Language. About 15% of learners function at high achievement levels.

Performance of learners in the poorly achieving category is presented in figure 4.34 for Grade 6 First Additional Language



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	National
2013	43.2	32.9	27.3	35.0	44.8	45.2	51.8	36.5	32.7	38.8
2014	47.5	30.3	25.1	40.3	49.5	39.9	46.8	46.8	31.3	41.0

Figure 4.34: Grade 6 First Additional Language Performance below 40% in 2013 and 2014

The percentage of learners in the poorly performing category decreased in five provinces in 2014, but increased in four provinces.

The distribution of learner achievement across achievement levels is shown in **Table 4.49** and **Figure 4.35** for Grade 9 Mathematics.

Table 4.49: Percentage of grade 9 learners in achievement levels in Mathematics by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
LP	97.2	1.4	0.7	0.5	0.2	0.1	0.0
NC	92.4	3.1	2.0	1.1	0.8	0.4	0.2
MP	90.9	4.5	2.7	1.1	0.5	0.2	0.1
NW	90.7	4.9	3.0	0.9	0.3	0.1	0.0
KZN	89.6	4.5	3.1	1.6	0.8	0.4	0.2
GP	88.0	4.7	3.3	2.0	1.1	0.6	0.3
FS	87.8	4.6	3.6	2.0	1.1	0.5	0.3
WC	86.1	4.5	3.2	2.6	1.7	1.1	0.8
EC	85.9	6.1	4.7	2.1	0.8	0.3	0.1
National	**90.0**	**4.2**	**2.9**	**1.5**	**0.8**	**0.4**	**0.2**

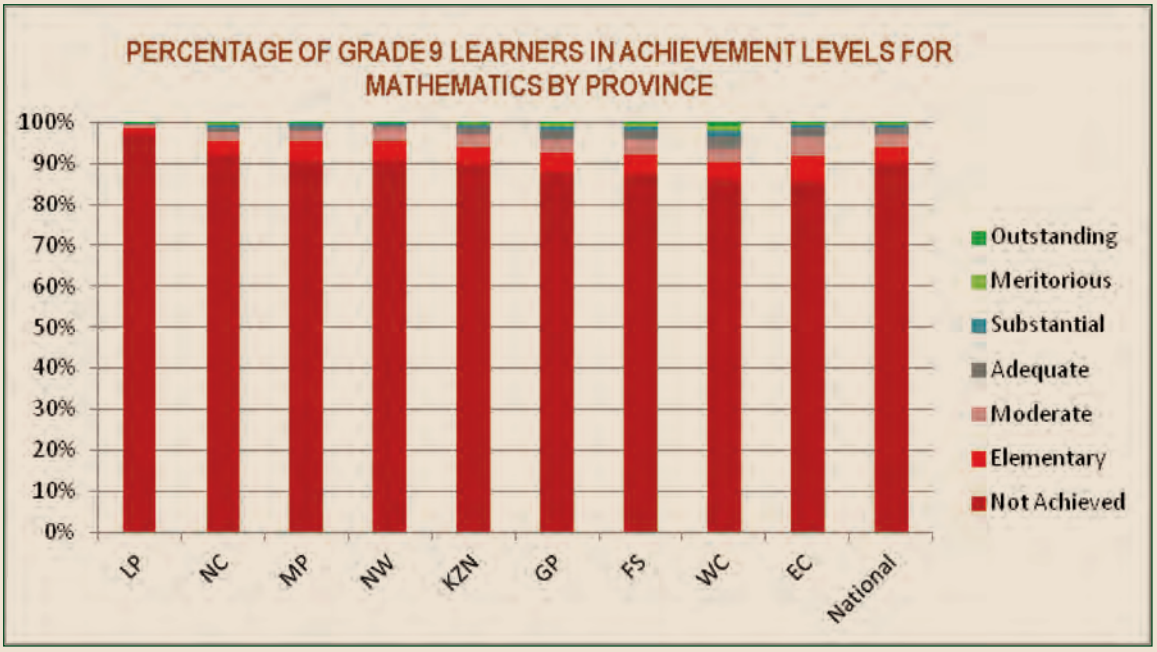


Figure 4.35: Percentage of Grade 9 learners in achievement levels in Mathematics by province

About 90% of the learners function at the not achieved level in Grade 9 Mathematics. About 1% of learners function at high achievement levels.

Performance of learners in the poorly achieving category is presented in figure 4.36 for Grade 9 Mathematics

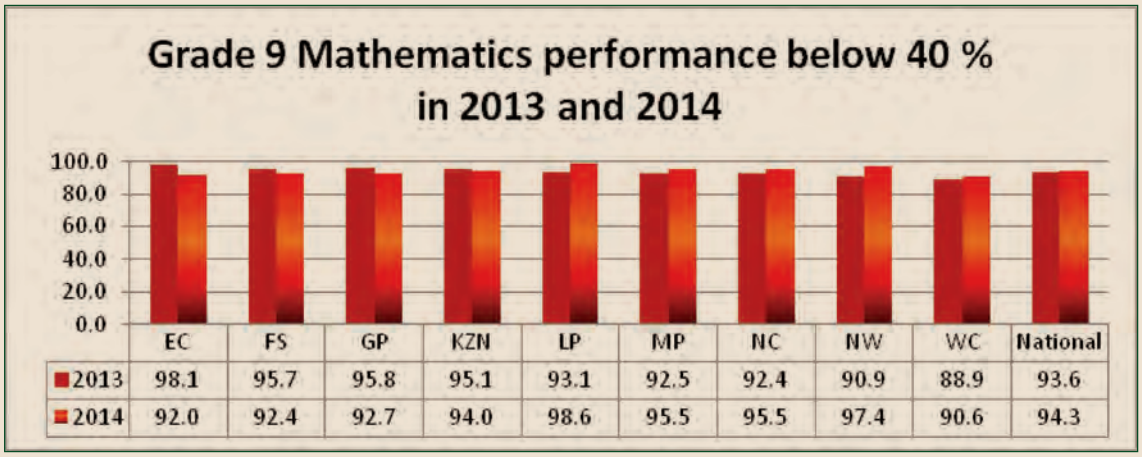


Figure 4.36: Grade 6 Home Language Performance below 40% in 2013 and 2014

The vast majority of learners (more than 90%) performed at a lower category in both years in all provinces.

The distribution of learner achievement across achievement levels is shown in **Table 4.50** and **Figure 4.37** for Grade 9 Home Language.

Table 4.50: Percentage of Grade 9 learners in achievement levels in Home Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
LP	41.9	17.8	13.0	10.6	7.4	6.3	3.1
EC	22.8	19.1	19.4	16.6	11.8	7.2	3.2
KZN	18.7	15.2	17.1	18.9	15.2	10.2	4.8
GP	15.9	16.4	19.5	19.4	15.3	9.4	4.1
NC	14.1	19.4	21.8	20.4	13.5	7.4	3.4
NW	12.0	13.3	18.1	20.8	17.1	12.2	6.6
WC	12.0	18.4	21.0	19.8	14.4	9.7	4.8
FS	8.9	13.7	18.4	22.3	19.0	12.3	5.4
MP	8.0	11.6	19.3	24.3	18.5	12.0	6.3
National	**15.8**	**16.8**	**19.4**	**19.3**	**14.8**	**9.5**	**4.4**

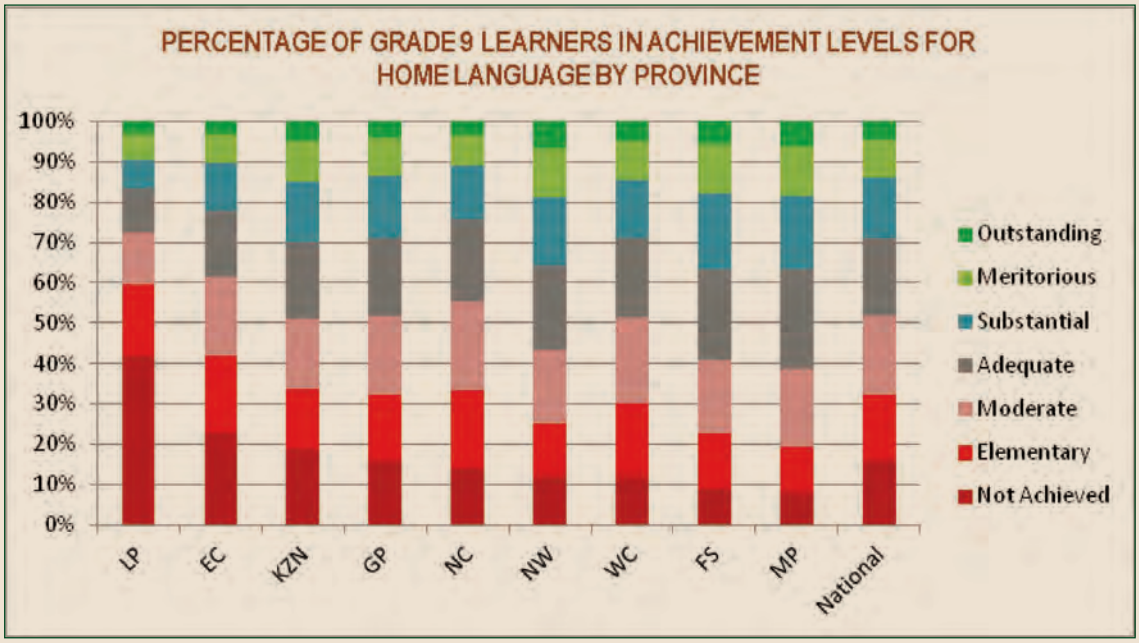
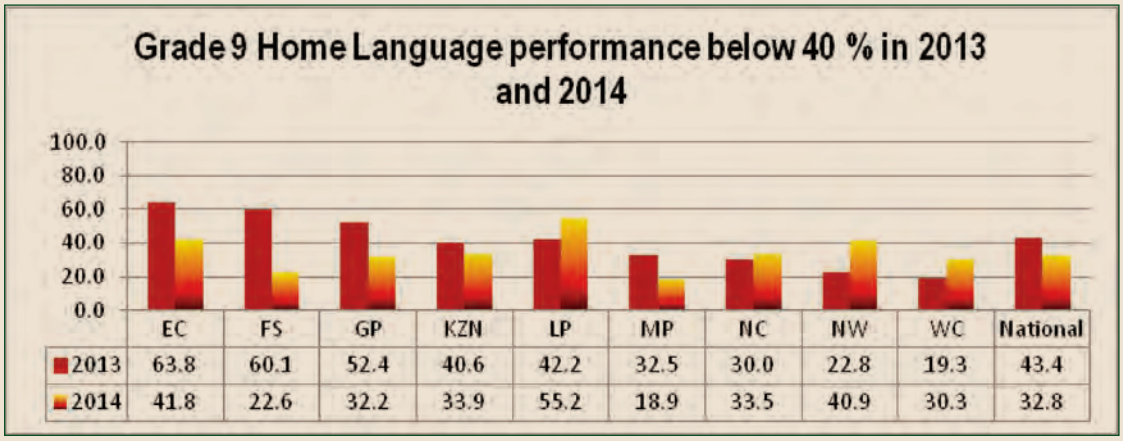


Figure 4.37: Percentage of grade 9 learners in achievement levels in Home Language by province

About 16% of the learners function at the not achieved level in Grade 9 Home Language. About 14% of learners function at high achievement levels.

Performance of learners in the not achieved level is presented in figure 4.38 for Grade 9 Home Language



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	National
2013	63.8	60.1	52.4	40.6	42.2	32.5	30.0	22.8	19.3	43.4
2014	41.8	22.6	32.2	33.9	55.2	18.9	33.5	40.9	30.3	32.8

Figure 4.38: Grade 9 Home Language Performance below 40% in 2013 and 2014

Overall, in 2014 fewer learners performed at a lower category than in 2013. However, in four provinces the percentage of learners in this category increased.

The distribution of learner achievement across achievement levels is shown in **Table 4.51** and **Figure 4.39** for Grade 9 First Additional Language.

Table 4.51: Percentage of Grade 9 learners in achievement levels in First Additional Language by province

PROVINCE	L1	L2	L3	L4	L5	L6	L7
LP	53.5	21.6	13.5	7.1	3.0	1.1	0.3
KZN	48.0	20.7	15.2	9.5	4.5	1.7	0.5
EC	38.3	22.5	18.1	12.2	6.2	2.3	0.5
NW	31.5	27.2	21.6	12.5	5.1	1.8	0.3
FS	29.5	25.9	23.1	13.6	5.6	1.9	0.4
GP	29.0	24.6	21.4	14.8	7.2	2.5	0.6
MP	28.9	25.1	22.5	14.5	6.4	2.3	0.5
WC	26.7	26.0	23.1	15.5	6.5	2.0	0.3
NC	25.6	25.7	22.2	14.7	7.7	3.3	0.9
National	**40.8**	**23.1**	**17.9**	**11.1**	**5.0**	**1.8**	**0.4**

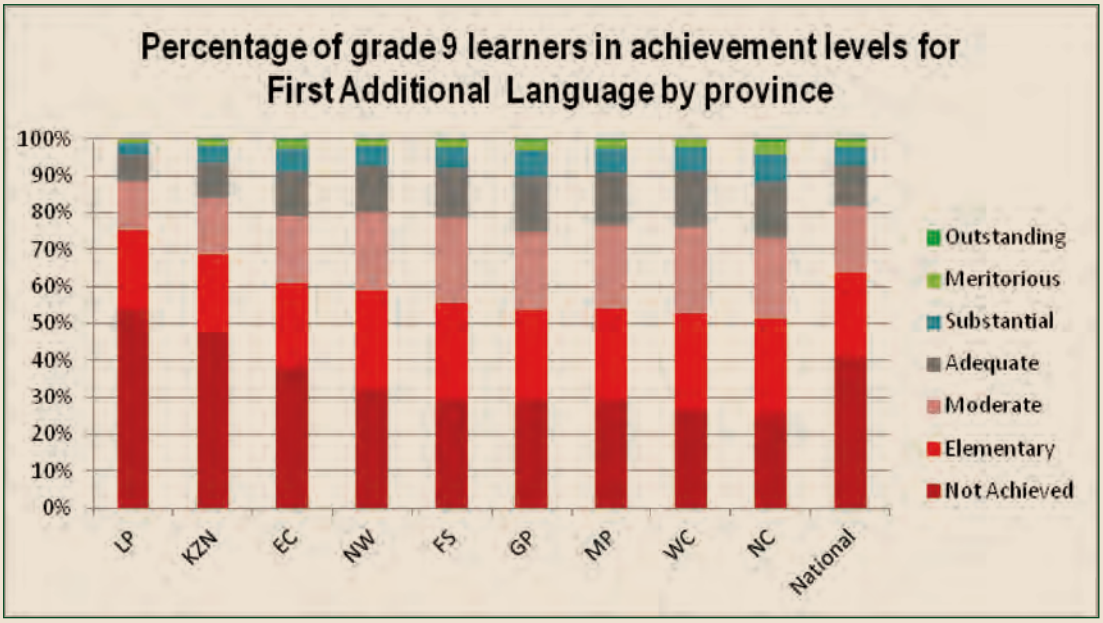


Figure 4.39: Percentage of grade 9 learners in achievement levels in First Additional Language by province

About 41% of the learners function at the not achieved level in Grade 9 First Additional Language. Only about 2% of learners function at high achievement levels.

Performance of learners in the poorly achieving category is presented in Figure 4.40 for Grade 9 First Additional Language.

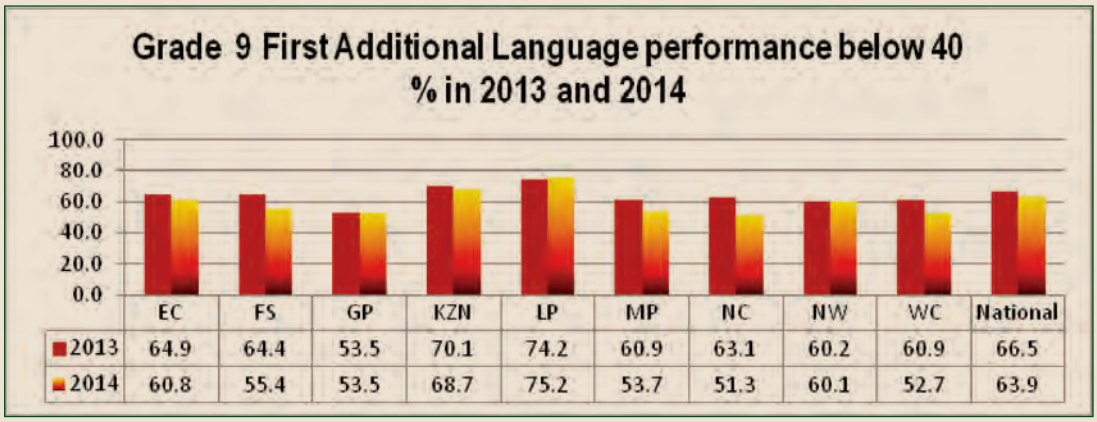


Figure 4.40: Grade 9 First Additional Language Performance below 40% in 2013 and 2014

Overall, in 2014 fewer learners were in the poorly achieving category than in 2013, yet the percentage of learners in this category was still higher than 60%.

4.5 Analysis of achievement by gender

The difference in scholastic achievement between boys and girls was investigated. The average percentage marks obtained by males and females are depicted in the graphs below for Grades 3, 6 and 9 per subject (**Figure 4.41** to **Figure 4.48).**

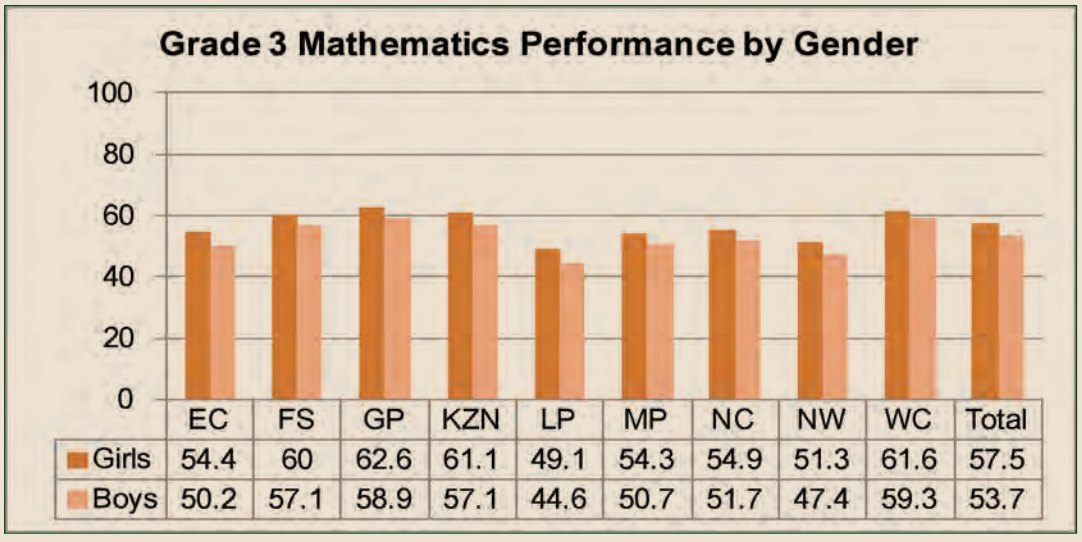
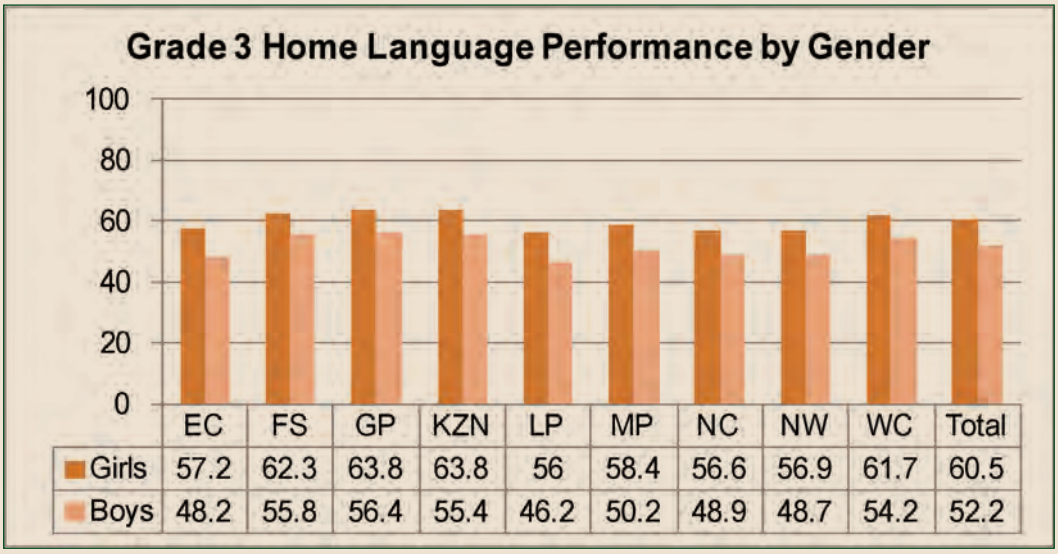


Figure 4.41: Average % mark in Grade 3 Mathematics by gender

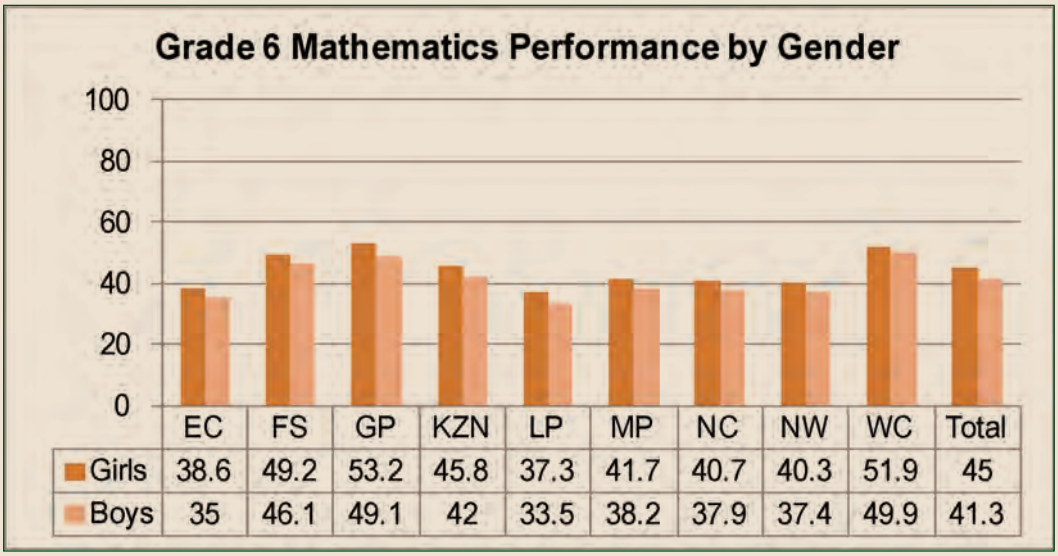
Girl learners performed better than boy learners in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Girls	57.2	62.3	63.8	63.8	56	58.4	56.6	56.9	61.7	60.5
Boys	48.2	55.8	56.4	55.4	46.2	50.2	48.9	48.7	54.2	52.2

Figure 4.42: Average % mark in Grade 3 Home Language by gender

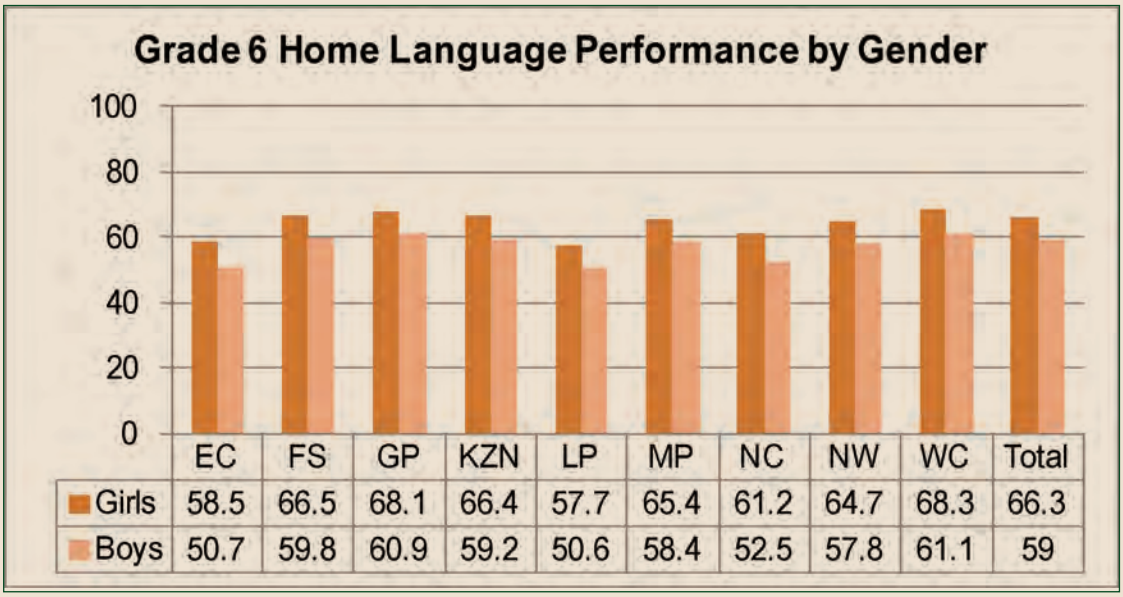
Girls learners performed better than boy learners in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Girls	38.6	49.2	53.2	45.8	37.3	41.7	40.7	40.3	51.9	45
Boys	35	46.1	49.1	42	33.5	38.2	37.9	37.4	49.9	41.3

Figure 4.43: Average % mark in Grade 6 Mathematics by gender

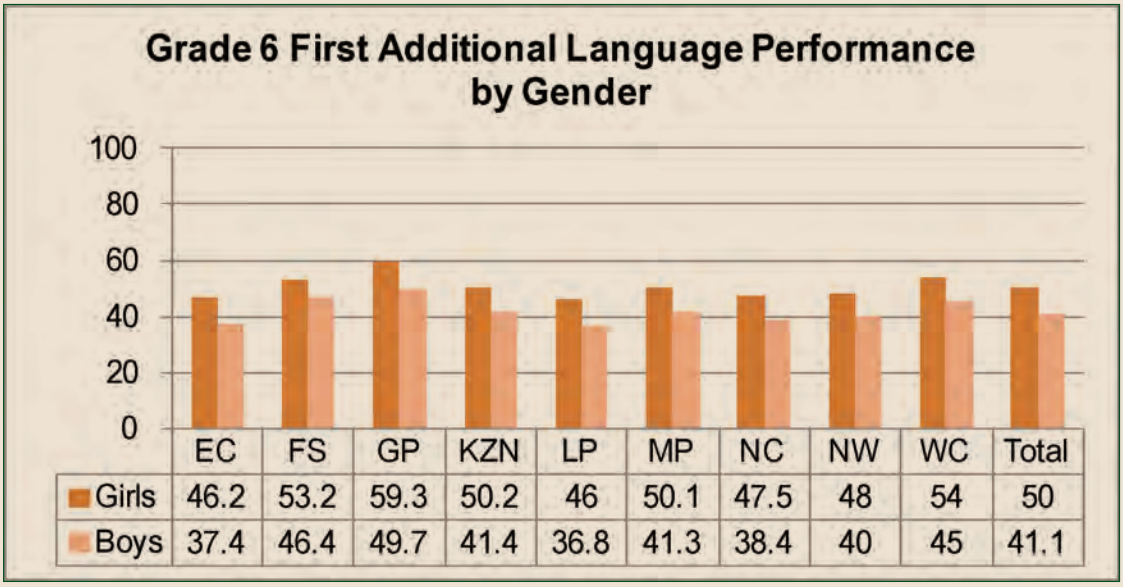
Girls learners performed better than boy learners in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Girls	58.5	66.5	68.1	66.4	57.7	65.4	61.2	64.7	68.3	66.3
Boys	50.7	59.8	60.9	59.2	50.6	58.4	52.5	57.8	61.1	59

Figure 4.44: Average % mark in Grade 6 Home Language by gender

Girls learners performed better than boy learners in all provinces.



	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Girls	46.2	53.2	59.3	50.2	46	50.1	47.5	48	54	50
Boys	37.4	46.4	49.7	41.4	36.8	41.3	38.4	40	45	41.1

Figure 4.45: Average % mark in Grade 6 FAL by gender

Girls learners performed better than boy learners in all provinces.

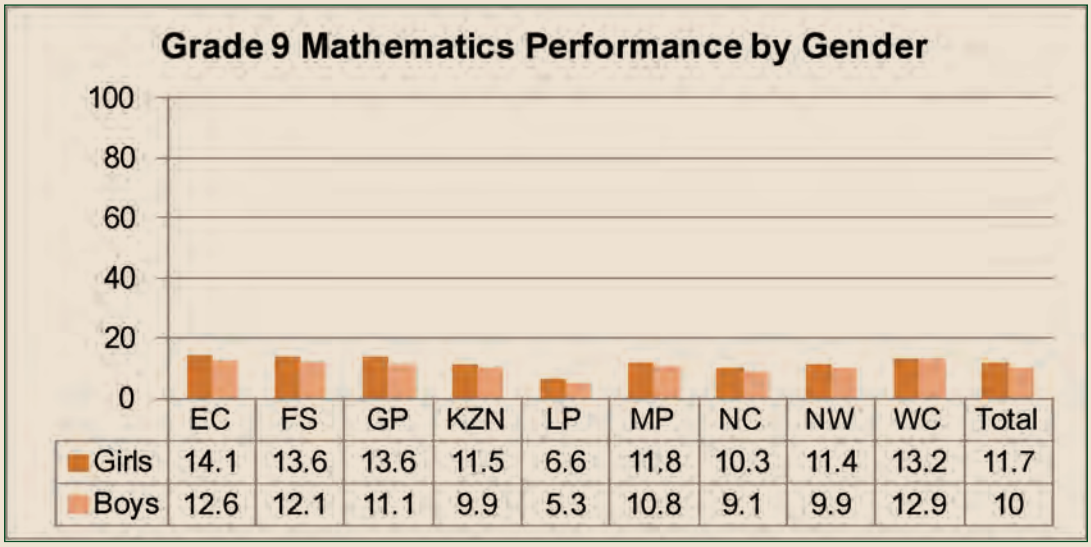


Figure 4.46: Average % mark in Grade 9 Mathematics by gender

Girls learners performed better than boy learners in all provinces.

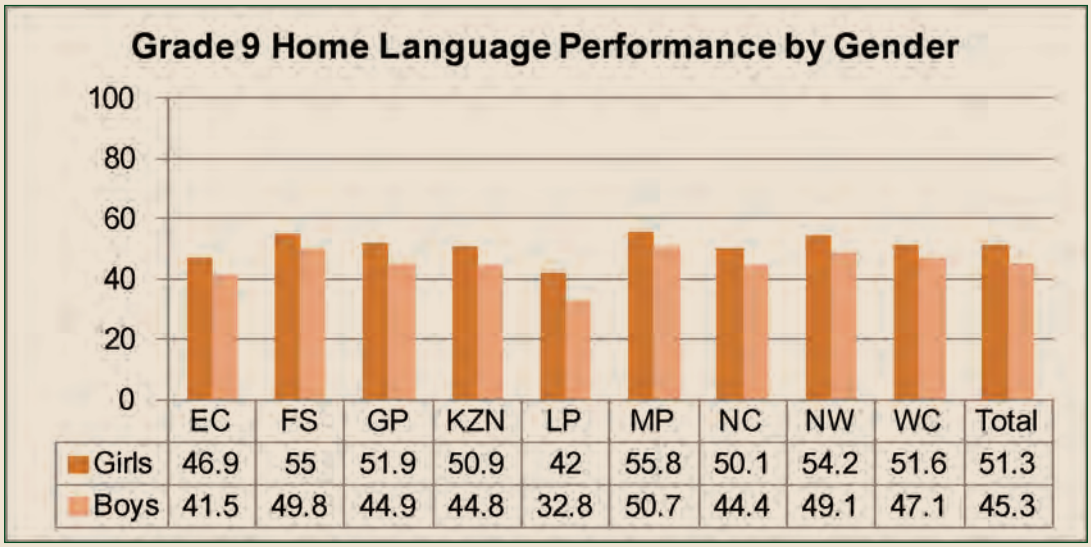


Figure 4.47: Average % mark in Grade 9 Home Language by gender

Girls learners performed better than boy learners in all provinces.

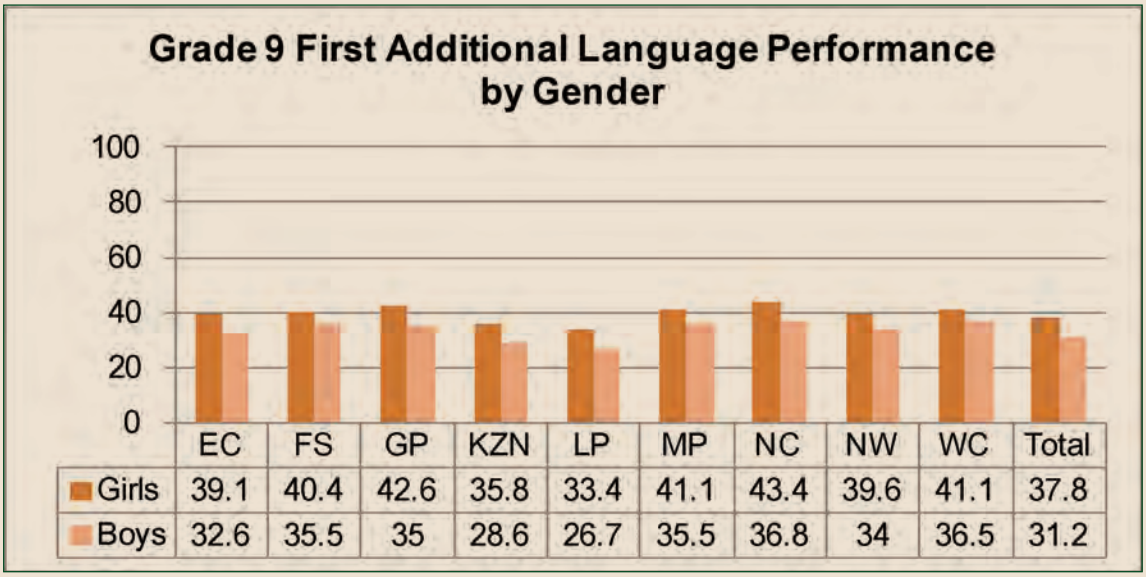


Figure 4.48: Average % mark in Grade 9 First Additional Language by gender

Girls learners performed better than boy learners in all provinces.

4.6 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 4.52 to 4.54** 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 4.49** to **Figure 4.51.**

Table 4.52: Average % mark in Mathematics by grade and poverty quintile

	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr9
Quintile 1	65.1	59.2	52.5	32.8	32.1	38.1	10.1
Quintile 2	66.6	60.2	52.9	34.3	33.4	39.6	8.7
Quintile 3	67.4	60.4	53.9	35.6	34.5	40.4	8.2
Quintile 4	71.2	63.5	58.0	40.4	41.2	46.1	9.2
Quintile 5	78.4	71.4	68.9	52.9	55.0	60.3	21.6

Table 4.53: Average % mark in Home Language by grade and poverty quintile

	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr9
Quintile 1	59.7	56.9	54.0	44.6	46.6	50.8	37.2
Quintile 2	60.8	58.2	54.3	45.5	48.2	52.8	39.6
Quintile 3	62.1	59.5	55.2	48.1	49.9	54.6	41.4
Quintile 4	66.0	64.3	56.8	54.1	53.9	60.3	43.8
Quintile 5	76.1	75.9	67.3	65.4	65.5	70.9	55.5

Table 4.54: Average % mark in FAL by grade and poverty quintile

	Gr4	Gr5	Gr6	Gr9
Quintile 1	38.7	44.0	43.0	32.4
Quintile 2	40.2	46.2	44.7	33.6
Quintile 3	42.7	48.0	46.6	34.7
Quintile 4	46.5	52.2	50.6	37.0
Quintile 5	49.8	56.9	60.0	42.9

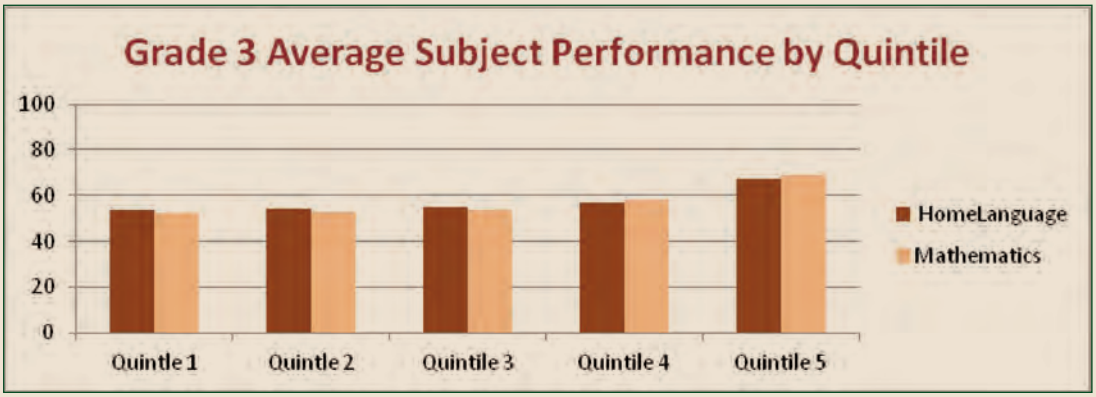


Figure 4.49: Average % mark in Grade 3 by subject and poverty quintile

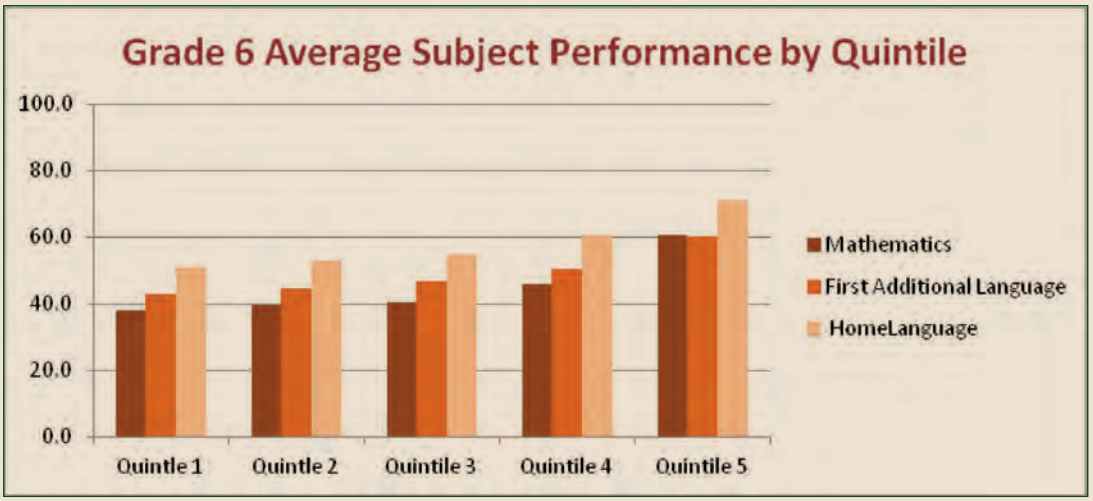


Figure 4.50: Average % mark in Grade 6 by subject and poverty quintile

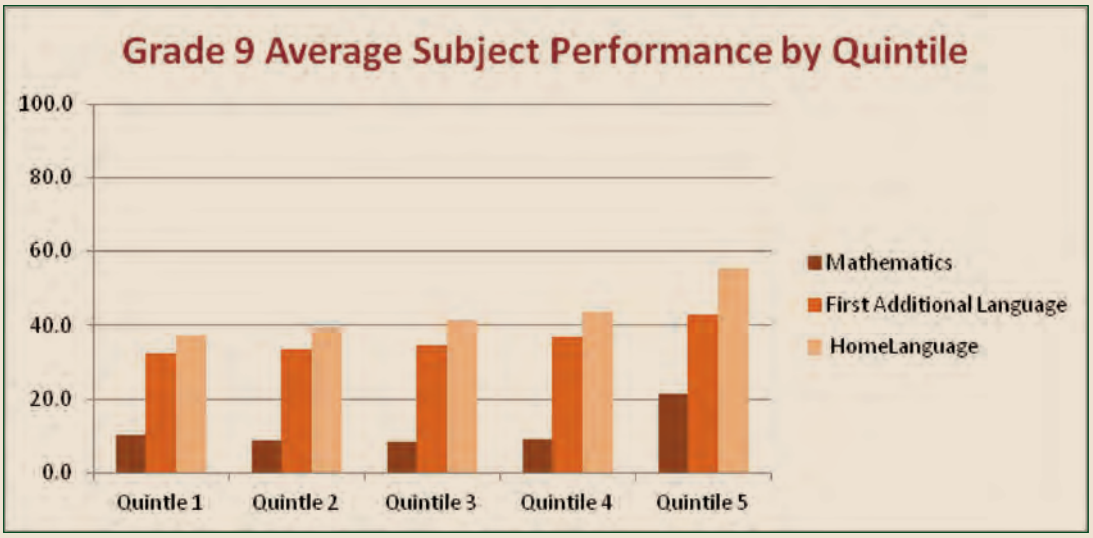


Figure 4.51: Average % mark in Grade 9 by subject and poverty quintile

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

4.7 Analysis of Language Performance by Language of Learning and Teaching

The tables and figures below represent the achievement of learners in Language, by language of learning and teaching.

Table 4.55: Average % marks in Home Language by grade and language of learning and teaching (Grades 1-3)

HOME LANGUAGE	GRADE 1	GRADE 2	GRADE 3
Afrikaans	70.9	69.4	61.1
English	68.7	67.5	59.4
IsiNdebele	59.4	59.1	49.7
IsiXhosa	59.3	54.1	52.5
IsiZulu	62.9	62.5	58.7
Sepedi	57.1	53.3	49.6
Sesotho	63.8	61.1	57.8
Setswana	57.9	56.5	51.0
SiSwati	63.8	63.6	56.6
Tshivenda	63.0	59.6	58.0
Xitsonga	62.2	59.6	54.9

There is a slight decline in achievement across grades for all provinces.

Table 4.56: Average % marks in Home Language by grade and language of learning and teaching (Grades 4-6 & 9)

	Grade 4	Grade 5	Grade 6	Grade 9
Afrikaans	55.1	57.5	62.7	49.3
English	57.2	56.9	62.7	47.9

In all grades the two Home Language groups performed at about the same level.

Table 4.57: Average % marks in First Additional Language by grade and language of learning and teaching (Grades 4-6 & 9)

	Grade 4	Grade 5	Grade 6	Grade 9
Afrikaans	59.1	61.7	64.6	50.7
English FAL	41.0	46.7	45.4	34.3

In Grades 4 to 6 and 9 learners with Afrikaans as language of learning and teaching performed slightly better than learners with English as language of learning and teaching in a first additional language..

4.8 Performance by District

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

Table 4.58: Average % marks for Grade 3 for districts in each province

PROV	DISTRICT _Gr3	MATHEMATICS		HOME LANGUAGE	
		2013	2014	2013	2014
EC	BUTTERWORTH	53.4	56	51.5	57.4
	COFIMVABA	54.2	57.3	54.7	60.6
	CRADOCK	53.4	55	49.3	54.2
	DUTYWA	48.4	48.9	39.8	50.9
	EAST LONDON	56.7	58.9	52.7	57.8
	FORT BEAUFORT	50.5	52.3	50.8	53.2
	GRAAFF-REINET	45.8	46.9	38.3	46.2
	GRAHAMSTOWN	47.8	49.5	42.7	49.7
	KING WILLIAMS TOWN	47.1	51.3	43.9	51.4
	LADY FRERE	48.9	52.5	47.7	54.9
	LIBODE	53.7	54.8	47.9	54.2
	LUSIKISIKI	48.0	48.6	43.6	49.8
	MALUTI	47.2	53.9	44.2	55.2
	MBIZANA	52.4	52.5	49.0	51.5
	MT FLETCHER	48.8	55.3	45.3	54.9
	MT FRERE	50.5	53.8	48.7	55.2
	MTHATHA	48.2	53	45.0	52.5
	NGCOBO	46.5	47.2	46.9	49.4
	PORT ELIZABETH	53.8	52.6	48.6	51.8
	QUEENSTOWN	57.7	52.1	55.6	53.7
	QUMBU	48.0	46.9	43.5	48.3
	STERKSPRUIT	42.9	43.3	39.5	41.1
	UITENHAGE	51.8	48.9	47.5	47
FS					
	FEZILE DABI	54.9	61.4	53.8	59.5
	LEJWELEPUTSWA	56.4	59.5	54.7	59.2
	MOTHEO	55.2	56	52.8	55.7
	THABO MOFUTSANYANA	54.8	59.8	57.6	63.1
	XHARIEP	48.4	50.9	47.7	49.3
GP					
	EKURHULENI NORTH	60.9	62.3	57.9	63.2
	EKURHULENI SOUTH	62.1	64.4	59.0	65.7
	GAUTENG EAST	58.0	62.5	56.4	63.8
	GAUTENG NORTH	58.9	61.7	55.3	62

PROV	DISTRICT _Gr3	MATHEMATICS		HOME LANGUAGE	
		2013	2014	2013	2014
	GAUTENG WEST	58.2	60.9	52.3	58.3
	JOHANNESBURG CENTRAL	59.4	60.7	55.7	58.8
	JOHANNESBURG EAST	58.3	59.9	55.5	57.9
	JOHANNESBURG NORTH	59.8	59	54.2	56.8
	JOHANNESBURG SOUTH	53.9	55.1	47.3	53.8
	JOHANNESBURG WEST	55.1*	57.1	52.3	56.6
	SEDIBENG EAST	60.3	64.3	55.7	60.2
	SEDIBENG WEST	61.6	65	59.0	64.4
	TSHWANE NORTH	54.8	60.8	48.7	60
	TSHWANE SOUTH	62.5	63.5	55.6	62.7
	TSHWANE WEST	55.5	52.4	49.3	52.7
KZN					
	AMAJUBA	48.0	54.3	49.5	56.9
	ILEMBE	54.6	59	54.7	59
	PINETOWN	57.3	60.2	56.3	60.3
	SISONKE	55.4*	54	55.9*	53.2
	UGU	56.0	59.1	55.4	60.2
	UMGUNGUNDLOVU	53.7	59.6	53.0	60.4
	UMKHANYAKUDE	52.1	57	53.6	58.6
	UMLAZI	60.1	63.2	57.3	62.4
	UMZINYATHI	56.6	58.7	55.8	60.1
	UTHUKELA	53.9	57.5	54.6	57.8
	UTHUNGULU	55.0	58.8	55.9	59.6
	ZULULAND	58.0	60.5	58.2	60.1
LP					
	CAPRICORN	45.8	45.5	46.7	51.2
	GREATER SEKHUKHUNE	38.5	43.4	41.4	47.3
	MOPANI	47.4	48.3	46.6	51
	VHEMBE	50.4	52.4	53.6	57.4
	WATERBERG	43.8	41.7	43.6	43.9
MP					
	BOHLABELA	47.2	52.9	47.8	55.5
	EHLANZENI	49.9	55.4	49.0	56.5
	GERT SIBANDE	48.2	53.2	46.8	54.2
	NKANGALA	46.1	48.7	44.9	51.1
NC					
	FRANCES BAARD	53.8	57.7	48.7	56.8
	JOHN TAOLO GAETSEWE	41.9	45.9	37.7	46.2
	NAMAKWA	59.2	58.6	54.9	56.4
	PIXLEY KA SEME	50.6	50.9	48.2	51.3

PROV	DISTRICT _Gr3	MATHEMATICS		HOME LANGUAGE	
		2013	2014	2013	2014
	SIYANDA	52.1	53.7	47.7	52.4
NW					
	BOJANALA	50.7	50	48.0	54.2
	DR KENNETH KAUNDA	50.0	52.2	47.0	53.9
	DR RUTH SEGOMOTSI MOMPATI	45.3	43.9	43.5	47
	NGAKA MODIRI MOLEMA	49.4	50	48.1	53.8
WC					
	CAPE WINELANDS	56.4	59.3	50.8	58.7
	EDEN AND CENTRAL KAROO	55.3	57.8	49.0	57
	METRO CENTRAL	61.3	62.9	51.6	58.5
	METRO EAST	56.3	59.3	50.0	56.9
	METRO NORTH	57.0	60.9	49.5	58
	METRO SOUTH	57.4	62.3	48.2	57.6
	OVERBERG	58.8	61.5	52.1	62.7
	WEST COAST	57.7	58.3	50.3	57.3

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

Table 4.59: Average percentage marks for Grade 6 for districts in each province

PROV	DISTRICT Gr6	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
		2013	2014	2013	2014	2013	2014
EC							
	BUTTERWORTH	32.6	39.2	43.6	51.6	45.9	45.5
	COFIMVABA	34.3	42.5	44.3	53.3	45.2	44.4
	CRADOCK	30.8	35.4	48.8	53.2	39.2	42
	DUTYWA	29.3	35	42.3	46.7	36.2	40.2
	EAST LONDON	37.8	43.9	51.0	60.6	49.2	45.6
	FORT BEAUFORT	33.5	36.5	33.0	44.1	43.6	45
	GRAAFF-REINET	30.9	34.6	45.2	53.1	37.3	35.5
	GRAHAMSTOWN	35.9	37.1	51.1	56.5	50.6	39.5
	KING WILLIAMS TOWN	33.8	37.8	44.7	56.6	45.2	41.5
	LADY FRERE	25.8	38	39.7	50	41.7	44.8
	LIBODE	33.4	37	39.8	50.3	42.6	43.2
	LUSIKISIKI	31.8	32.6	40.9	39.5	40.5	39.1
	MALUTI	28.1	35.7	55.8	52.5	38.1	40.4
	MBIZANA	35.3	37.3	44.8	65.4	44.8	42.8
	MT FLETCHER	27.4	31.5	40.1	56.1	38.2	38.9
	MT FRERE	35.2	36.6	46.0	45	44.7	42.4
	MTHATHA	33.3	39.1	39.3	58.2	45.6	44.5
	NGCOBO	30.1	31.4	44.0	45	41.5	37.7
	PORT ELIZABETH	44.3	37.9	50.5	56.6	47.2	41.5
	QUEENSTOWN	35.4	36.3	55.2	54.3	47.4	41.5
	QUMBU	38.2	38.1	46.8	57	44.2	40
	STERKSPRUIT	26.7	30.5	35.6	52.6	37.8	32
	UITENHAGE	35.5	38.3	45.7	51.3	51.0	36.4
FS							
	FEZILE DABI	40.6	48.1	68.1	64.4	49.8	50.1
	LEJWELEPUTSWA	40.0	48.6	64.6	63.1	46.1	49.5
	MOTHEO	40.3	47.3	65.4	64.1	47.5	49.2
	THABO MOFUTSANYANA	40.6	48.1	68.7	65.6	48.8	50.9
	XHARIEP	34.3	40.4	51.9	53.7	45.1	43.1
GP							
	EKURHULENI NORTH	46.3	53.7	67.0	70.4	50.8	53.2
	EKURHULENI SOUTH	50.5	58.3	65.9	67	58.8	63.6
	GAUTENG EAST	45.4	52.3	61.7	66.9	55.4	59.4
	GAUTENG NORTH	44.4	46.5	64.1	68	46.4	47.9
	GAUTENG WEST	44.2	51.2	61.6	62.9	51.8	53.7

PROV	DISTRICT Gr6	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
		2013	2014	2013	2014	2013	2014
	JOHANNESBURG CENTRAL	42.7	48.8	60.0	59.7	55.0	56.9
	JOHANNESBURG EAST	44.2	49.5	61.3	61.6	49.9	52.4
	JOHANNESBURG NORTH	42.5	48.8	59.5	62.5	54.8	52.9
	JOHANNESBURG SOUTH	40.8	47.4	59.1	61.6	49.3	50.4
	JOHANNESBURG WEST	41.2	49.3	63.4	65.5	53.4	57.7
	SEDIBENG EAST	50.3	56	65.5	70.5	48.7	51.4
	SEDIBENG WEST	43.4	49.3	55.0	64.4	58.0	52.8
	TSHWANE NORTH	42.3	50.1	58.3	64.8	50.1	53.3
	TSHWANE SOUTH	48.4	52.2	62.8	66.6	48.1	48.6
	TSHWANE WEST	42.6	47.4	58.2	61.8	50.4	50
KZN							
	AMAJUBA	36.9	38.9	53.9	61.4	45.2	43.8
	ILEMBE	40.2	42.9	53.9	59.4	48.7	47.4
	PINETOWN	43.7	46.6	61.9	64.4	48.7	46.5
	SISONKE	36.9	39.9	53.6*	61.2	45.3	42.2
	UGU	40.1	42.8	61.9	61.6	47.9	46.4
	UMGUNGUNDLOVU	41.6	44.8	56.0	64	48.7	47.7
	UMKHANYAKUDE	36.4	40.1	60.6*	49.9	43.5	42.6
	UMLAZI	47.1	50.9	64.2	64.5	52.2	53.1
	UMZINYATHI	41.2	43.2	48.1	61.4	49.1	44.8
	UTHUKELA	37.9	41.4	48.5*	60.4	46.2	42.6
	UTHUNGULU	42.8	43.2	59.9	63	49.3	47.2
	ZULULAND	42.2	42.7	50.0	55.7	48.7	44.4
LP							
	CAPRICORN	32.9	35.4	49.5	49.4	44.6	41.4
	GREATER SEKHUKHUNE	27.3	30.3	46.0	49.1	38.0	38.8
	MOPANI	33.0	36.1	51.8	54.2	43.8	42
	VHEMBE	38.1	40.6	55.0	54.2	47.3	44.6
	WATERBERG	31.9	32.1	55.9	59.5	38.9	36.4
MP							
	BOHLABELA	28.9	35.8	59.9	59.9	36.6	40.9
	EHLANZENI	36.1	41.8	61.0	67.7	44.3	47.9
	GERT SIBANDE	33.7	39.7	60.2	62.4	42.1	46.4
	NKANGALA	34.4	40.2	54.0	60	42.7	44.7
NC							
	FRANCES BAARD	38.3	43.5	56.4	61.4	44.9	46.1

PROV	DISTRICT Gr6	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
		2013	2014	2013	2014	2013	2014
	JOHN TAOLO GAETSEWE	31.2	35.8	51.6	57.3	37.2	39.7
	NAMAKWA	42.3	42.9	56.0	57.6	70.8	38.6
	PIXLEY KA SEME	32.2	35.8	50.2	50.4	40.5	44.4
	SIYANDA	36.1	37.4	49.9	57	33.3	39.3
NW							
	BOJANALA	38.2	39.6	63.3	66.3	49.7	48.2
	DR KENNETH KAUNDA	34.0	38	60.5	63.9	43.5	40.7
	DR RUTH SEGOMOTSI MOMPATI	33.8	35	43.8	47.8	42.8	37.9
	NGAKA MODIRI MOLEMA	39.0	41.2	61.1	61.5	48.8	44.6
WC							
	CAPE WINELANDS	41.6	47.7	59.0	63.7	40.6	44.2
	EDEN AND CENTRAL KAROO	40.9	46.3	56.5	59.6	46.5	48.6
	METRO CENTRAL	49.1	55	66.7	65.6	49.5	52.8
	METRO EAST	43.4	48.4	63.8	65.3	48.3	48.2
	METRO NORTH	45.2	50.7	65.6	66.6	49.4	51.1
	METRO SOUTH	48.9	56.8	66.7	67.2	50.7	52.3
	OVERBERG	44.7	51.2	62.3	65.6	46.9	51.7
	WEST COAST	44.0	49.6	60.9	63.4	50.2	47.8

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

Table 4.60: Average percentage marks for Grade 9 for districts in each province

PROV	DISTRICT	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
		2013	2014	2013	2014	2013	2014
EC							
	BUTTERWORTH	27.4	23	36.6	43	33.4	38.5
	COFIMVABA	22.6	20.1	33.3	42.3	37.1	39.2
	CRADOCK	10.3	7.1	42.0	41.6	32.1	30.9
	DUTYWA	17.7	15.4	35.3	47.8	28.2	35.1
	EAST LONDON	13.3	10.2	36.0	51.5	40.3	33.6
	FORT BEAUFORT	11.8	7.5	33.3	37	16.1	30.1
	GRAAFF-REINET	9.7	6.9	36.2	37.1	31.3	34.9
	GRAHAMSTOWN	13.2	8.4	32.1	43.3	39.1	35.3
	KING WILLIAMS TOWN	12.8	8.8	31.4	48.3	32.3	35.2
	LADY FRERE	15.5	13.7	31.0	38.1	33.1	35.9
	LIBODE	19.0	19.0	31.8	38.2	33.4	38.5
	LUSIKISIKI	17.3	13.4	33.5	40.9	31.2	35.1
	MALUTI	13.4	10.3	38.6	57.4	34.2	33.8
	MBIZANA	19.2	16.6	29.0	54.1	28.7	37.3
	MT FLETCHER	13.3	10.9	28.6	53.1	33.5	33.5
	MT FRERE	21.9	15.6	35.3	34.5	33.1	37.4
	MTHATHA	18.0	16.9	31.7	53.9	36.5	37.7
	NGCOBO	17.0	14.5	34.1	36.3	34.5	36.8
	PORT ELIZABETH	14.2	8.4	42.0	43.4	25.8	34.4
	QUEENSTOWN	13.3	9.2	45.1	44.3	32.3	34.2
	QUMBU	22.2	15.5	37.4	47.3	33.4	36.7
	STERKSPRUIT	13.4	8.7	34.6	45.6	37.1	29.6
	UITENHAGE	15.7	9.8	44.7	43.4	32.1	34.4
FS							
	FEZILE DABI	13.9	11.2	57.5	51.7	35.2	37.3
	LEJWELEPUTSWA	12.5	9.2	54.3	51.8	33.4	35.5
	MOTHEO	18.9	15.7	54.8	52.4	35.0	37.6
	THABO MOFUTSANYANA	15.8	15.6	57.5	59.3	35.2	41.0
	XHARIEP	11.0	9.9	44.6	47.0	32.2	34.5
GP							
	EKURHULENI NORTH	15.8	13.8	43.7	51.7	38.0	38.2
	EKURHULENI SOUTH	19.1	14.7	46.9	50.4	41.7	41.8
	GAUTENG EAST	14.7	10.8	41.3	44.2	39.7	41.4
	GAUTENG NORTH	12.6	9.5	40.5*	48.9	34.9	37.3
	GAUTENG WEST	16.6	12.6	46.7	47.7	37.8	37.4
	JOHANNESBURG CENTRAL	12.2	9.5	41.4	46.5	36.7	40.1
	JOHANNESBURG EAST	18.3	13.6	48.7	49.2	42.3	42.3

PROV	DISTRICT	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
	JOHANNESBURG NORTH	20.0	12.9	45.6	48.9	37.2	39.7
	JOHANNESBURG SOUTH	11.7	9.6	42.5	47.9	37.2	37.4
	JOHANNESBURG WEST	17.6	10.9	44.2*	45.3	41.7	40.6
	SEDIBENG EAST	20.2	14.1	47.8	53.2	35.9	37.8
	SEDIBENG WEST	12.1	8.0	40.0	40.6	38.7	37.1
	TSHWANE NORTH	15.9	12.6	41.1	55.1	38.0	38.0
	TSHWANE SOUTH	21.8	18.4	50.5	51.3	39.0	34.1
	TSHWANE WEST	12.4	9.6	39.7	48.3	33.6	36.4
KZN							
	AMAJUBA	13.0	8.3	41.6	48.9	34.0	32.8
	ILEMBE	12.3	9.8	33.4	38.3	30.3	29.7
	PINETOWN	15.0	10.8	42.7	50.0	32.4	31.0
	SISONKE	15.1	13.1	33.3	46.7	32.4	32.6
	UGU	11.0	7.5	44.5	50.3	31.7	30.4
	UMGUNGUNDLOVU	14.8	10.6	42.4	52.8	31.8	31.7
	UMKHANYAKUDE	11.3	9.2	28.8	32.3	30.0	32.0
	UMLAZI	17.4	12.3	46.0	48.2	34.5	33.1
	UMZINYATHI	17.7	14.7	32.9	44.4	32.6	32.9
	UTHUKELA	15.1	9.8	35.5	48.9	31.5	32.3
	UTHUNGULU	12.9	10.2	35.5	43.5	29.8	32.2
	ZULULAND	15.8	12.0	32.3	47.4	33.4	33.6
LP							
	CAPRICORN	9.8	6.1	34.0	42.8	31.9	31.7
	GREATER SEKHUKHUNE	7.8	5.9	31.6	33.4	27.1	27.6
	MOPANI	8.5	5.5	31.6	31.1	29.7	29.1
	VHEMBE	9.5	6.5	33.3	38.6	29.6	31.1
	WATERBERG	9.4	4.6	38.9	39.4	29.4	28.2
MP							
	BOHLABELA	10.3	10.3	53.5	47.6	28.7	32.5
	EHLANZENI	13.8	12	56.9	55.1	38.8	40.6
	GERT SIBANDE	14.9	11.3	55.5	51.4	36.1	37.7
	NKANGALA	15.3	11.1	49.1	55.2	37.2	39.7
NC							
	FRANCES BAARD	14.0	11	44.2	48.8	37.4	41.3
	JOHN TAOLO GAETSEWE	12.5	9.3	45.7	52.3	31.3	38.8
	NAMAKWA	12.3	9	43.6	50.6	40.5	
	PIXLEY KA SEME	10.3	7.9	40.6	44.2	36.8	39.3
	SIYANDA	11.9	9.5	42.8	45.5	41.0	38.8

PROV	DISTRICT	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
NW							
	BOJANALA	14.5	11.3	50.4	57.2	38.8	39.9
	DR KENNETH KAUNDA	13.2	11.6	51.3	55.9	34.9	34.9
	DR RUTH SEGOMOTSI MOMPATI	10.5	8.6	38.8	42.1	32.5	32.7
	NGAKA MODIRI MOLEMA	14.4	10.4	46.6	45.7	38.0	36.9
WC							
	CAPE WINELANDS	17.6	14.3	48.0	49.4	34.2	35.9
	EDEN AND CENTRAL KAROO	16.4	11.8	46.5	46.3	34.2	39.5
	METRO CENTRAL	19.2	14.8	49.0	50.6	38.4	40.6
	METRO EAST	14.5	11.5	48.6	48.8	35.7	38.4
	METRO NORTH	18.1	13.7	51.4	52.2	36.8	39.8
	METRO SOUTH	15.9	12.1	47.2	48.6	35.8	39.9
	OVERBERG	16.4	10.7	47.5	46.9	36.6	37.5
	WEST COAST	19.3	13.8	49.4	50.6	39.6	39

4.9 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 4.61 to 4.63** below.

Table 4.61: Average percentage marks in Mathematics by grade and school type

GRADE	PUBLIC	INDEPENDENT
3	55.5	58.0
6	43.0	51.8

Table 4.62: Average percentage marks in Home Language by school type for Grade 3

GRADE	PUBLIC	INDEPENDENT
3	45.3	53.9
6	34.3	42.1

Table 4.63: Average percentage marks in First Additional Language by school type for Grade 6

GRADE	PUBLIC	INDEPENDENT
6	45.3	53.9

Learners in independent schools generally achieved higher scores than learners in public schools.

4.10 Performance of special schools

The tables below indicate the achievement of learners in special schools for Grades 3 and 6 in Languages and Mathematics. The average marks are represented as percentages in **Tables 4.64** and **4.65**. 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 4.64: Average % marks for Grade 3 in Home Language and Mathematics in Special Schools

PROVINCE	HOME LANGUAGE	MATHEMATICS
EC	43.8	42.6
FS	43.1	49.5
GP	54.9	56.0
KZ	54.5	53.0
LP	27.2	30.7
MP	53.3	58.1
NC	59.5	63.4
NW	69.3	39.7
WC	56.5	57.8
National	**52.4**	**52.8**

In general, learners in special schools in Grade 3 performed at about the same level in Mathematics as in Home Languages. The performance of learners per province varied for Home Language from 27% to 69%.

Table 4.65: Average % marks for Grade 6 in Languages and Mathematics in Special Schools

PROVINCE	HOME LANGUAGE	FIRST ADDITIONAL LANGUAGE	MATHEMATICS
EC	49.6	29.6	32.6
FS	50.5	24.6	44.6
GP	58.4	35.9	39.3
KZ	66.8	30.1	48.6
LP	*	24.3	18.4
MP	*	32.3	49.9
NC	65.0	32.0	41.5
NW	*	39.0	14.7
WC	59.9	59.5	44.6
NATIONAL	58.4	34.1	37.1

* There were no participating learners for this subject.

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

4.11 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 performed less well than in Home Language. Learners in independent schools achieved slightly better than learners in public schools. Learners in special schools achieved at about the same level as learners in mainstream schools.

Achievement in 2014 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 First Additional Language and Mathematics achievement fell below the targets.

5. CONCLUSION AND WAY FORWARD

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Over the last 3 cycles, ANA has improved in its administration and is begining to indicate improvements in learner performance. Since 2012, more than seven million learners have participated annually in a standardised assessment programme. In 2014, the highest participation rate was recorded, with the number of participating schools and learners growing in each successive year. This confirms the positive response in the sector to the value and ideal of having credible data on learner performance in public, independent and special schools.

The administration of the ANA has also improved across the nine provinces. Each province is gradually gaining confidence and becoming more efficient in the implementation of this large-scale assessment programme. Each province successfully manages the registration of learners, writing of tests, marking of scripts and the capture of marks under the watchful eye of the DBE. An expanded information technology system that links the DBE to the provinces allows for accurate capture of learner and school information, generation of statistics for printing and distribution of tests and the final analysis and reporting of the results.

ANA is an evolving system and measures are regularly being explored to strengthen the test design. In 2014, the incremental implementation of the CAPS was completed in the senior phase. This facilitated a closer alignment between test design and curriculum coverage across all grades. The DBE will continue to experiment and pilot the development of two separate tests, which focus uniquely on the diagnostic and the systemic evaluation roles of such a testing programme. A confidential test that is administered year on year will allow for a more accurate comparison of performance from one to the other.

The results of 2014 bear witness to the collective commitment of the sector to quality education and improvement of performance. The overall performance in ANA 2014 shows an upward trend. Across all grades, the marks for Home Language showed an increase over the 2013 ANA marks. The marks for First Additional Language generally stayed at low levels. The performance of learners in Mathematics in the intermediate and senior phases is cause for concern. In terms of the Presidential targets of at least 60% of learners achieving acceptable levels of performance, it is encouraging to note that the 2014 ANA results indicate that learners have exceeded this target in both Language and Mathematics at the Grade 3 level. At the Grade 6 level the target has been exceeded in Home Language, but in Grade 6 Mathematics the results show that learners are still below the target.

The ANA remains an important mechanism to monitor and improve performance, and the sector will continue to enhance the credibility of the assessment and ensure more effective utilisation of the ANA data. The most important objective of this assessment programme is the effective utilisation and application of the data emanating from the national assessment. Teachers must fully understand the implication of the statistical information and the diagnostic information so that learning gaps can be identified and addressed. In 2015, the DBE will increase its monitoring and evaluation of the utilisation of ANA data by district officials and practising teachers. This will also include an evaluation of the effectiveness of the intervention programmes that are implemented at school level.

In terms of Mathematics in the senior phase, the item analysis of the learner responses together with other information gathered over the last three years will be used to develop an intensive intervention and support programme which will be announced by the Department, and rolled out early in 2015. Further, we will fast-track support to identified schools and districts where large numbers of learners are underperforming.

The DBE thanks all parents, education stakeholders, school principals, teachers, provincial and national department officials and all other parties that have contributed to a successful ANA 2014.


GEOGRAPHY

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