

REPORT ON THE ANNUAL NATIONAL ASSESSMENTS 2012

GRADES 1 TO 6 & 9



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

REPORT ON THE ANNUAL NATIONAL ASSESSMENTS 2012

GRADES 1 TO 6 & 9

Published by the Department of Basic Education

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

Website: <http://www.education.gov.za>

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ISBN: 978-1-4315-1559-2

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FOREWORD BY MINISTER



It is my proud privilege to announce the performance of learners who wrote the Annual National Assessment (ANA) during the week of 18–21 September 2012. Government has identified the Annual National Assessment as a strategic tool for monitoring and improving the level and quality of basic education, with a special focus on the foundational skills of Literacy and Numeracy.

The ANA was written by all Grades 1 to 6 and Grade 9 learners, in public schools, including special schools and state-funded independent primary schools in South Africa. In excess of 7 million learners across more than 24 000 schools wrote the ANA in 2012.

The ANA 2011 results gave us a measured picture of levels of performance at primary school level in Literacy and Numeracy at the key transitional stages of Grades 3 and 6 for the first time in our country. The results provided an important baseline in relation to the 2014 targets.

The ANA 2012 Report provides Grades 1 to 6 and 9 results on learner achievement. Since Grade 9 results are released for the first time, they should enable the Department to now establish an objective national benchmark by which to measure Language and Mathematics achievement levels at the end of the Senior Phase.

It is critical that the ANA data be effectively utilised at all levels of the system to sustain Government's solid electoral mandate and to demonstrate that measurable delivery is taking place in the basic education sector. ANA provides valuable evidence on how the various strategies and interventions which the Department has implemented over the last few years are impacting on learner performance.

It is important to note that while there has been some improvement in the achievement of learning outcomes in most grades in 2012, we still have a long way to go towards realising the desired 60% threshold of learners mastering the minimum Language and Mathematics competencies by the end of Grades 3, 6 and 9.

I invite all education stakeholders and the broader South African public to receive this Report and view it as an important milestone towards tracking progress in the achievement of learning outcomes in our schools as we improve the quality of basic education.

A handwritten signature in black ink, appearing to read 'Angelina Matsie Motshekga'.

MRS ANGELINA MATSIE MOTSHEKGA, MP

MINISTER OF BASIC EDUCATION

DATE: 3 DECEMBER 2012

EXECUTIVE SUMMARY

The improvement of the quality of basic education has been identified as the top priority of the South African Government on which the Department of Basic Education (DBE) has to deliver. Within this context, the Annual National Assessment (ANA) is a critical measure for monitoring progress in learner achievement. The Education Sector Plan, *Action Plan to 2014: Towards the Realisation of Schooling 2025*, specifies that ANA is a testing programme that requires all schools in the country to conduct the same grade-specific Language and Mathematics tests for Grades 1 to 6 and Grade 9.

The choice of subjects to prioritise for monitoring has been informed by the recognition worldwide of Literacy and Numeracy as the key foundational skills that predispose learners to effective learning in all fields of knowledge. Several measures, such as the provision of workbooks and the repackaging of the National Curriculum Statement in the form of the Curriculum and Assessment Policy Statement were put in place this year to improve education. In addition, the DBE also provided exemplar questions and exemplar tests to schools in the course of the year in order to ensure that teachers and learners were exposed to the kind of questions they could expect in the Annual National Assessment.

This report communicates key findings from the second large-scale national assessment, ANA 2012, which was conducted in September 2012. Chapter 1 of the report locates ANA within the Education Sector Plan. In Chapter 2 the report foregrounds some of the initiatives and interventions that the DBE and the Provincial Departments of Education (PEDs) put in place to give effect to the intents of the *Action Plan*. Chapter 3 outlines the design and methodology of the ANA 2012 study. The results are reported in Chapter 4. Chapter 5 is a summary of the key findings and a proposed plan of action on how the system should respond to the results in the short, medium and long term.

All learners in public schools in Grades 1 to 6 and Grade 9 took curriculum-appropriate tests developed by the DBE in Language and Mathematics in September 2012. Marking guides/Memorandums were made available to all schools and tests were marked by the relevant teachers. Departmental procedures and control measures were in place to ensure that marking was done correctly. Learner scores were captured on a central database to provide system-wide information on learner achievement at all levels of governance as one of the measures to inform constructive engagement in order to improve education. While marking the scripts of learners, teachers received immediate feedback on the strengths and weaknesses of their learners. Schools reported learner achievement in ANA to each parent.

The overall results for ANA in Grades 1 to 6 point towards a general improvement in the performance of learners in the ANA tests. In the summary tables below, the average percentage that learners achieved in Language and Mathematics is indicated.

Summary tables of average percentage marks for Languages in 2011 and 2012

| GRADE | HOME LANGUAGE 2012 | LANGUAGE 2011 |
|-------|--------------------|---------------|
| 1 | 58 | 59 |
| 2 | 55 | 52 |
| 3 | 52 | 35 |

| GRADE | HOME LANGUAGE 2012 | FIRST ADDITIONAL LANGUAGE 2012 | LANGUAGE 2011 |
|-------|--------------------|--------------------------------|---------------|
| 4 | 43 | 34 | 34 |
| 5 | 40 | 30 | 28 |
| 6 | 43 | 36 | 28 |
| 9 | 43 | 35 | * |

* Grade 9 tests were not written in 2011.

Summary tables for average percentage marks for Mathematics in 2011 and 2012

| GRADE | MATHEMATICS 2012 | MATHEMATICS 2011 |
|-------|------------------|------------------|
| 1 | 68 | 63 |
| 2 | 57 | 55 |
| 3 | 41 | 28 |
| 4 | 37 | 28 |
| 5 | 30 | 28 |
| 6 | 27 | 30 |
| 9 | 13 | * |

* Grade 9 tests were not written in 2011.

An encouraging observation from the results is the noticeable increase in the performance of learners in Grade 3 in both Language and Mathematics. The acute focus of Government in strengthening basic skills at the foundation phase is starting to have a positive impact and is encouraging for the system going forward. It should, however, be noted that the Grade 9 performance of learners in Mathematics is below expectation and will therefore receive the immediate attention of the DBE through additional and more intensive structured intervention programmes.

The positive achievement of the 2012 learner cohort is also indicated in the number of learners achieving the required competencies of content knowledge for the respective grades. In 2012, noticeable increases were obtained in both Grades 3 and 6. For example, in Grade 3 Mathematics, the number of learners achieving at least 50% increased from 17% in 2011 to 37% in 2012. In Grade 6 Mathematics, the number of learners achieving at least 50% decreased from 12% in 2011 to 11% in 2012.

The purpose of the Report is to enable various tiers of education to utilise the findings in order to devise ways to improve education. Hence, the Report provides an analysis of achievement of learners at national, provincial and district levels. An essential feature is the district performance provided for each province.

In addition, the analysis is contextualised for broader intersectoral interventions within and across Government departments and social partners by providing achievement results according to gender, poverty index quintiles and the language of teaching and learning. The immediate target, however, is the various tiers of education with the intention of supplying credible information to assist teachers, principals and department officials to strengthen their existing and planned efforts of improving the quality of teaching and learning.

1. ANA IN THE EDUCATION SECTOR PLAN

The Annual National Assessment (ANA) is an essential initiative at the heart of the Education Sector Plan, *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The key thrust and long-term focus of the Sector Plan, hereafter referred to as the *Action Plan*, is to improve the quality of basic education. The *Action Plan* outlines clear and measurable outcomes that the Sector has identified within the priorities of Government. In particular, the improvement of the quality of basic education has been identified as the top priority of Government on which the Department of Basic Education (DBE) has to deliver. Within this context, ANA is a critical measure for monitoring progress in achieving set targets in terms of learner achievement.

The *Action Plan* specifies that ANA is a testing programme that requires all schools in the country to conduct the same grade-specific Language and Mathematics tests for Grades 1 to 6 and Grade 9. The choice of subjects to prioritise for monitoring has been informed by the recognition worldwide of Literacy and Numeracy as the key foundational skills that predispose learners to effective learning in all fields of knowledge. Accordingly, the first three (3) of the 27 goals that the Education Sector has set for itself address improvements in Literacy and Numeracy at the key transitional grades, viz. Grades 3, 6 and 9, and progress in this regard will be measured through ANA.

Whilst assessment by itself cannot improve learning, it provides important evidence to inform planning and development of appropriate interventions for improvement at all levels, from national through provinces and districts to individual schools. The following are the key ways in which evidence collected through ANA, as specified in the *Action Plan*, will contribute to improving the quality of learning and teaching in the schools:

Exposing teachers to best practices in assessment. Where the provincial department has implemented province-wide standardised assessments, this has been found to change teacher practices for the better². What ANA does is this: it exposes all teachers across the country to what national experts consider best practice in assessments. This will give all teachers a clearer idea of how to proceed when they develop their own assessments at critical points in the school year.

Targeting interventions to the schools that need them most. With ANA, districts have a standard source of information to determine which schools are most urgently in need of support. Information from ANA will be used to direct teachers towards particular kinds of teacher development programmes and to engage seriously with school principals on the specific subject-based challenges confronting his/her school.

Giving schools the opportunity to pride themselves in their own improvement. ANA makes it possible for primary schools to do what secondary schools have been able to do for many years, with the Grade 12 results. The Grade 12 results are used as a common yardstick to measure improvement over the years. This will allow schools to take pride in knowing that the efforts to improve the teaching and learning in the school is producing the desired outcomes.

Giving parents better information on the education of their children. Parents have a right to know how well the schools they send their children to perform. If the results in the school are below what it should be, then ANA provides a good basis for parents to ask the school questions about what is wrong and to become involved in putting together a plan for the school that will improve the situation.

2 This was found in a series of case studies of poorly performing schools in the Western Cape conducted by Stellenbosch University in 2010.

As stated in the *Action Plan*, some of the mechanisms through which the DBE has planned to bring about improvements in the achievement of measurable learning outcomes of a high quality include:

- (a) Attracting young, motivated and appropriately trained teachers into the profession
- (b) Ensuring that learners cover all the topics and skills that they should cover in a current school year
- (c) Ensuring that every learner has access to the minimum set of textbooks and workbooks required according to national policy
- (d) Improving access of children to quality Early Childhood Development (ECD) below Grade 1

Marshalling the above and a number of other strategies and mechanisms, and working with the community and other stakeholders, the DBE has set itself specific targets at the key transitional grades and these will be monitored and tracked through ANA results. The national targets that the DBE has set in the Medium Term Expenditure Framework (MTEF) have been summarised in **Table 1.1**.

Table 1.1: Targets in percentage of learners achieving 50% and above, for 2011 to 2014³

| 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 (i.e. 50% and above) of competency in Language and Mathematics.

3 Targets for Grade 9 will be set once the baseline has been established from the ANA 2012 results.

2. INTERVENTION STRATEGIES

2.1 Introduction

The DBE, working together with the PEDs, has taken great strides to implement and give effect to the intents of the *Action Plan*. In this chapter, some of the key intervention strategies that have been put in place prior to the conduct of ANA 2012 have been highlighted. The strategies range from the review of the curriculum, the launch of a comprehensive Literacy and Numeracy strategy, comprehensive feedback that was given to schools following the release of ANA 2011 results, learner support materials placed in the hands of teachers and learners, and support given to districts. This chapter serves to describe the context within which the results of ANA 2012 need to be interpreted, although any direct causal relationships between the actions taken and the outcomes should only be made with considered caution.

2.2 Curriculum and Assessment Policy Statement

South Africa has experienced numerous educational challenges that, at various points in time, necessitated a curriculum review. The democratic South Africa has, to date, experienced two curriculum reviews. The reviews were largely dictated to by observed low levels of learner performance and inadvertent curriculum implementation ambiguities that made it difficult for teachers to teach effectively. To mitigate the challenges associated with the National Curriculum Statement (NCS, Grades R–9), the re-packaged curriculum, NCS (Grades R–12), with its essential component called the Curriculum and Assessment Policy Statement (CAPS), was introduced from the beginning of 2012. The curriculum for Grades R–12 has been streamlined and strengthened in CAPS. The content has been simplified and made clearer. Content coverage per term for each grade has been mapped out in CAPS. CAPS has been planned to be implemented incrementally per phase in the General Education and Training (GET) and Further Education and Training (FET) bands as follows: Grades R–3 and Grade 10 in 2012, Grades 4–6 and Grade 11 in 2013 and Grades 7–9 and Grade 12 in 2014.

International and regional studies indicated that South African learners tended to achieve below acceptable levels in reading, writing and counting. The CAPS provide teachers with curriculum and assessment statements that are clear, succinct and unambiguous to enable them to improve learners' Numeracy and Literacy skills effectively. For instance, since number concept development is critical in the early years of schooling, the main focus in terms of teaching and learning time is given to the content area of Mathematics that deals with Numbers, Operations and Relationships. It is envisaged that the mastery of this content area will contribute immensely to the general Mathematics competency of learners. Mental Mathematics, which is also credited for its ability to enhance the development of number sense and number concept, features prominently in the curriculum, especially in the primary school Mathematics.

In order to improve performance in Literacy in the Foundation Phase, the Languages CAPS are packaged according to the following critical skills: Listening and Speaking, Reading and Phonics, Handwriting and Writing, and Language Structures and Use (Conventions). Given their critical importance, disproportionately more time is provided for teaching of these skills in the schools. The packaging of the CAPS takes learners back to basics in a systematic order. They are expected to master sounds (vowels and consonants) and letters to prepare their speaking and listening and writing skills. They are therefore expected to have full mastery of phonics in order to develop proper construction of words, sentences, paragraphs and stories. It is envisaged that full implementation of the Languages CAPS will eradicate the current poor performance of learners in literacy.

The Intermediate Phase and the Senior Phase Languages CAPS are packaged according to four skills: Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions. Again, the teaching of these skills is allocated disproportionately more time in the schools. The Language Structures and Conventions are allocated relatively less time. However, in real terms, the allocation of teaching time is such that teaching of concepts and skills that can be integrated across subjects is allocated more time. The CAPS content is packaged over a two-week cycle in each school term, thereby affording teachers an instrument that will ensure curriculum coverage over a particular period.

2.3 Integrated National Literacy and Numeracy Strategy: A Whole-school Approach

Following the release of the ANA results in June 2011, a National Strategy to improve Literacy and Numeracy achievement in all schools was implemented. The strategy introduced systems, processes and procedures that are aimed at improving classroom practice and learner achievement in the short term, and maintain that improvement over the medium to long term. Given that improved Literacy and Numeracy achievement has been acknowledged as the key thrust to improving the quality of basic education, this strategy will also serve as a platform to improve effectiveness of schools and district offices in general.

In essence this strategy:

- (a) Promotes and drives the literacy and numeracy and will make a lasting impact on the quality of education over the next two years, with the impact continuing through the longer term
- (b) Introduces a common implementation plan to pursue the literacy and numeracy targets for Grades 1–9, as outlined in the Action Plan to 2014
- (c) Integrates several substrategies, specifically teacher development, curriculum support materials, ICT in education, and accountability systems, to enrich the Literacy and Numeracy strategy
- (d) Prioritises the poor-performing schools in the poor-performing districts (which are most likely to be quintiles 1–3 schools) for special and sustained monitoring, support and intervention. Grades 3, 6 and 9 were targeted for specialised attention in 2012 and moving to 2013, as were Grades 2, 5 and 8 in 2012. It is these learners' performance in ANA 2013 that will determine the rate of progress made towards achieving the targets
- (e) Introduces an intensive programme of monitoring for support and intervention at school, district or provincial and DBE level to ensure that the plan remains on track at all times

The strategy assists in strengthening the capacity of teachers to deliver the Literacy and Numeracy curriculum in particular, and for all managers in the sector (school principals, district, provincial and DBE officials) to provide relevant and adequate support to both teachers and learners to ensure that the quality of education is improved dramatically over the next two critical school years.

2.4 The Annual National Assessment Exemplars

Schools were made aware of the nature of the ANA tests to be expected through ANA test exemplars. ANA test developers developed three sets of exemplars, a set each for the three terms, for Languages and Mathematics. The purpose was to expose teachers to the different ways of questioning that may best suit different learning styles of learners, without compromising the skill assessed. Teachers could then select items from exemplars and compile their own class tests.

In addition, sets of full exemplar/model tests and marking guidelines were also developed, which were meant to expose learners to a fully-fledged test, and after having taken these test exemplars, learners would have mustered the necessary confidence to confront the final ANA tests written in September 2012. The exemplar tests were also accompanied by ANA Assessment Guidelines, which listed the content to be covered in the September 2012 tests. These Assessment Guidelines were important as the tests were written in September in the third term. Therefore, teachers had to be made aware of the curriculum coverage to be included in the test. Schools, teachers and learners were expected to have gone through these exemplars and exemplar tests before learners could write ANA in September 2012.

The publication of the ANA Assessment Guidelines and exemplar tests for Grades 1, 3, 6 and 9 in the July and August newspaper supplements also assisted in making teachers, parents and learners aware of the scope and depth of ANA. Overall, the system was fairly well prepared for ANA 2012.

2.5 Curriculum Coverage Instrument

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

- (a) Ensuring full curriculum coverage in all grades
- (b) Improving the quantity of assessment tasks in all grades
- (c) Giving more written work to learners
- (d) Optimal use of teaching and learning time
- (e) Instilling and maintaining the culture of discipline
- (f) Ensuring regular attendance by teachers and learners
- (g) Regular monitoring of the achievement of the set of goals per subject

The instrument is a management tool used by curriculum officials during school support visits to track progress with the completion of the syllabus.

2.6 National Strategy for Learner Attainment

To give effect to the intent of the *Action Plan* to improve learner performance, the DBE has developed a National Strategy for Learner Attainment (NSLA). The objectives of this strategy are as follows:

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

In January 2012 at the NSLA Lekgotla, certain strategic interventions were announced and the PEDs drew up implementation, monitoring and support plans for the following targeted interventions:

- (a) Development of management and leadership
- (b) Comprehensive teacher development programme
- (c) Resource provisioning
- (d) Efficient school support
- (e) General education and training support
- (f) Enhancing proficiency of languages
- (g) Maths and Science improvement
- (h) Protecting teaching time and quality contact time during teaching and learning
- (i) Effective implementation of credible assessment and examinations
- (j) Adding value to the development of the learner

Regular reports on progress with the NSLA interventions have been received from the Provincial Curriculum and District Heads. The NSLA has gained momentum as it has given effect to the launching of the Learner Attainment Improvement Strategy (LAIS) at national, provincial, district and school level in support of improving learner performance in both Literacy and Numeracy in ANA 2012 in Grades 1 to 9 and the National Senior Certificate for Grade 12 across the system.

2.7 Workbooks

Goal 19 of the *Action Plan* states the following:

Ensure that every learner has access to a minimum set of textbooks and workbooks required according to National policy.

During the 2011 academic year the DBE distributed Literacy and Numeracy workbooks for over 11 million learners (Grades 1–6). In 2012, Mathematics workbooks were also printed and distributed to learners in Grade 9. This intervention serves the following purposes:

- (a) Ensuring that schools that lacked learning resources and photocopying facilities would be supported through the provision of worksheets
- (b) Providing a variety of activities to reinforce Literacy/Language and Numeracy skills
- (c) Introducing learners to the language and concepts required for learning and understanding their other subjects
- (d) Assisting teachers to focus, in a targeted manner, on the skills that learners should be acquiring in each grade as outlined in the curriculum
- (e) Helping teachers to monitor learners' performance in key activities, and preparing learners for the formats used in various standardised assessments

Each workbook is made up of at least 128 easy-to-follow worksheets to improve listening, reading, writing and mathematical skills.

The workbook package contains the following books:

- A learners' workbook in Home Language (HL) (that is, in all the eleven official languages) for Grades 1 to 6
- A Mathematics workbook in all the official languages for Grades 1 to 3 and in two official languages for Grades 4 to 9
- A workbook in English First Additional Language (FAL) per learner for Grades 1 to 6

The workbooks were developed in synchronisation with the CAPS. Therefore, they assist teachers in pacing and sequencing their work better as they consist of attractive worksheets to be worked on daily and on a term-by-term basis. The workbooks have influenced the teachers' practice and classroom management. They have also increased learners' interest and participation in the lessons, thereby improving their reading, writing and calculations skills in the process.

2.8 Integrated Quality Management Systems (IQMS) and District Support

A total of 70 external moderators were deployed in all provinces to monitor and evaluate, amongst others, the implementation of the IQMS in schools, as well as the quality of internal and external assessment results (e.g. ANA). They also monitored the quality and implementation of the school's intervention strategies emanating from the ANA results. This entailed monitoring, if schools were using the ANA results to develop their improvement plans. It was encouraging to note that, based on these evaluations, most schools were systemically maintaining their assessment records and developing improvement plans. The IQMS moderators also provided support to schools in this regard, where possible. It was also established that subject advisors maintained a visible presence at schools in certain provinces and in these provinces, subject advisors could be relied upon to support teachers in the implementation of the curriculum. It was also reported that these subject advisors paid regular visits to these schools. Circuit managers in most provinces were also providing good support to schools through personal visits, written communications and telephonic support.

3. DESIGN AND METHODOLOGY

3.1 Design Features of ANA 2012

ANA is premised on the principle that effective testing will assist in diagnosing learner shortcomings, which will serve as valuable feedback to schools, teachers, learners and parents. This feedback will assist schools in the development of intervention strategies for learner improvement.

ANA tests were based on the National Curriculum Statement (NCS) for Grades 4–6 and 9, while for Grades 1–3 it was based on the Curriculum and Assessment Policy Statement (CAPS), introduced in the Foundation Phase in 2012.

Key design features of ANA 2012 included the following:

- (a) The test focused on two subjects, i.e. Mathematics and Languages, which are regarded as the foundational skills for further learning.
- (b) The assessment targeted the terminal points in each phase, i.e. Grades 3, 6 and 9. The other grades, i.e. Grades 1, 2, 4 and 5, were also tested so as to obtain a holistic picture of performance in the GET band.
- (c) In the foundation phase, learners were tested in their mother tongue, which is the language of learning and teaching. In the intermediate and senior phases, the tests were administered in the two languages of teaching and learning, which is either English or Afrikaans.
- (d) Languages in the intermediate and senior phases were offered at HL and FAL level.
- (e) Test specifications or frameworks guided item and test development. Two forms of each test were developed and piloted. Based on the pilot results a final test was compiled.
- (f) Anchor items from the ANA 2011 test were included in the 2012 test, so as to allow for a comparison of learner performance across years.
- (g) The tests were taken by all learners at a school and were administered by a teacher from the school, but not the regular class teacher.
- (h) A sample of schools per province were subjected to a verification process so as to ensure the validity of the data being collected.
- (i) To quality assure the marking process, a sample of scripts per class, per grade, per school were marked centrally at the provincial level, under the supervision of the provincial department.
- (j) All learners writing the Annual National Assessment were registered on a national data base and the marks of learners were captured on the national data base.

3.2 Development of Assessment Instruments

(a) Test specification frameworks

The test specification framework provided a detailed outline to teachers and learners, and the scope and depth of each of the tests. These tests were administered in September 2012 and therefore there was a need to avoid any confusion of the areas that will be tested. The test specification frameworks were developed by the test developers who are experienced subject experts appointed by the DBE. The test specification framework included the learning outcomes, 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 the test.

In the 2012 ANA cycle, the distribution of question difficulty in all the tests was set at 20% easy, 60% moderate and 20% difficult. In Language, a few open-ended questions required learners to provide short answers while others demanded them to demonstrate creative writing skills. In Mathematics, a few questions needed simple recall of assumed knowledge while others demanded the demonstration of complex problem-solving skills.

(b) Setting of tests

The tests were developed by panels of subject experts who were appointed as test developers and this included teachers currently teaching the grade and the subject, as well as subject advisors and curriculum specialists. Each panel comprised two test developers, a moderator and editors. 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 case of the foundation phase and into Afrikaans for the intermediate and senior phases. After the test was versioned, it was edited by an editor for each of the 10 languages. Editors of the different languages sat together to discuss the changes as a standardisation measure and to make sure that there was no compromise to the test frameworks.

Piloting of test items

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

The tests were prepared for the pre-testing and this entailed packaging two forms of the test, i.e. Form A and Form B, per subject, per grade and language. The two tests were piloted in 85 schools across nine provinces. The 85 schools were selected through a purposive sample representing the school population.

In each of the sampled schools 25 learners in a grade were randomly selected to take both the Language and Mathematics tests. Teachers from sampled schools administered the tests and were monitored by DBE officials. The tests were marked by selected teachers. Marked scripts were then forwarded to the 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
- 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 test developers and moderators to finalise the tests by choosing the most suitable items from Forms A and B, in line with the test framework.

An attempt was made to link the 2012 test to the 2011 test by repeating a few of the items from 2011 in the 2012 test. This was, however, only possible for some grades and specifically with Mathematics. Language tests for Grades 4 to 6 could not link items from 2011, given that the language tests in 2011 were not demarcated into HL and FAL.

(c) Test review

The tests were reviewed first by an internal moderator appointed by the DBE and then forwarded for external review to the members of an Advisory Committee, who comprised both local (national) and external (international) experts. The Advisory Committee was appointed by the Director-General to provide advice on the broader issues relating to ANA and to provide expert opinion on the construction and design of the tests.

The members of the Advisory Committee included the following:

- Roelien Herholdt (Joint Education Trust)
- Dr Surette van Staden (University of Pretoria)
- Mr Mathews Makgamathe (Human Science Research Council)
- Dr Eunice Greer (US Department of Education Institute of Education Sciences)
- Dr Emmanuel Sikali (Harvard University, School of Education)
- Dr V. Govender (University of Fort Hare)
- Dr William Lorie (Metrica Research Associates, USA)
- Professor Anil Kanjee (Tshwane University of Technology)

Members of the Advisory Committee were provided with the tests, memoranda, test frameworks and National Curriculum Statement (NCS) for Grades 4–6 and 9, as well as the Curriculum and Assessment Policy Statement (CAPS) for Grades 1 to 3, so as to allow them to make their inputs on the basis of the curriculum statements.

Moderators and test developers were provided with the inputs from the Advisory Committee and changes were made to the tests, accordingly.

The tests were then adapted for learners with barriers to learning and this included blind and deaf learners. In the case of blind learners, the tests were Brailled by service providers appointed for this task.

(d) Formatting and proofreading

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

3.3 Learner Registration

One of the critical areas of weakness with the management of the 2011 ANA was the capturing of learner data from approximately 20 000 schools and six million learners. Therefore, the establishment of a dependable national learner database was of critical importance in the implementation of ANA 2012. It was, therefore, imperative that the Department of Basic Education (DBE), together with the provincial education departments (PEDs), establish a well-defined registration process supported by a dependable Information Technology (IT) system to ensure that the 2012 ANA data would be accurately captured and processed. This would also facilitate a high degree of precision in the planning and preparation of ANA activities. The statistics generated from the database would provide specific assessment information on learners currently enrolled in Grades 1 to 6 and 9 in all public and participating independent schools.

At the start of the school year in January 2012, each school completed a registration form for their learners participating in the 2012 ANA. The registration form required a 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.

The registration forms were collected by the districts and submitted to a service provider, based in each province, that took responsibility for the capturing of the registration data. After the data was captured on the IT system, registration schedules of the captured data was printed and submitted to schools for validation by school principals. Corrections were indicated on the school schedules and these were captured on the IT system. Provincial officials ensured that the registration process was correctly and accurately completed for all public and state-funded independent schools. The registration process closed in August 2012.

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

Table 3.1: Number of learners registered for ANA

| PROVINCE | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 9 | TOTAL |
|-----------------|------------------|------------------|----------------|----------------|----------------|----------------|------------------|------------------|
| Eastern Cape | 215 321 | 179 411 | 163 194 | 158 399 | 151 580 | 149 519 | 148 828 | 1 166 252 |
| Free State | 65 665 | 58 178 | 51 139 | 53 188 | 50 633 | 50 742 | 67 045 | 396 590 |
| Gauteng | 195 601 | 172 495 | 157 972 | 150 006 | 145 757 | 148 367 | 166 483 | 1 136 681 |
| KwaZulu-Natal | 287 086 | 247 075 | 221 499 | 218 267 | 212 283 | 232 372 | 214 537 | 1 633 119 |
| Limpopo | 145 242 | 132 425 | 118 256 | 121 721 | 119 308 | 125 152 | 194 165 | 956 269 |
| Mpumalanga | 118 298 | 104 040 | 91 871 | 93 061 | 92 348 | 93 501 | 105 261 | 698 380 |
| Northern Cape | 28 260 | 24 939 | 23 566 | 24 616 | 23 461 | 23 243 | 23 228 | 171 313 |
| North West | 78 594 | 73 101 | 65 368 | 64 809 | 60 311 | 60 131 | 62 766 | 465 080 |
| Western Cape | 103 425 | 88 477 | 81 498 | 83 916 | 79 900 | 79 205 | 88 901 | 605 322 |
| National | 1 237 492 | 1 080 141 | 974 363 | 967 983 | 935 581 | 944 397 | 1 089 049 | 7 229 006 |

The total number of learners registered for ANA was 7 229 006. The number of learners in Grade 1 was the largest. The number of boys was 3 736 422 and the number of girls was 3 467 869, so slightly more boys than girls were registered. For 27 715 learners the gender was not indicated. There were 23 580 public schools and 813 independent schools that registered learners.

3.4 Printing, Packing and Distribution of Tests

Two parallel processes for the printing, packing and distribution of ANA test materials were employed. The DBE printed for provinces (Free State, Gauteng, Limpopo and Northern Cape) that indicated that they could not print according to the provided Norms and Standards for Printing, Packing and Distribution of ANA test materials. Eastern Cape, KwaZulu-Natal, Mpumalanga, North West and Western Cape printed in-house, in line with the Norms and Standards. Printing was done centrally through a service provider secured by the DBE for the first four provinces and in each of the five provinces that printed in-house. The printing was quality-assured according to the Norms and Standards, for example the signing off of proofs and the continuous monitoring of the quality of proofs at the specified intervals by designated officials. The safety and security of the printing warehouse were also specified in the Norms and Standards.

Printed tests were packed according to grade and subject per school. The tests were first put into triple-sealed bags per subject, language and grade before being packed into a labelled box for each school. The printing and packing process was monitored by DBE and PED officials. The school materials were first delivered to a provincial warehouse where district officials performed more verification of the materials per school. This was done two weeks before the test administration process.

A week before the test administration the materials were delivered to nodal points closer to schools. Only schools that were very far (more than 20 km) from the nodal points collected test materials two working days before the test administration date. The rest of the schools collected the test materials on a daily basis, i.e. the Grade 12 model of test distribution was followed. An audit of all storage areas (provincial warehouse, nodal points and schools, where applicable) was performed during the state of readiness visits, and again closer to the delivery date. All test materials were delivered to the nodal points by 14 September 2012. Each delivery point was allocated with an emergency pack which contained all the tests to cater for shortages, should there be a need. Only Western Cape delivered tests from the provincial warehouse directly to schools on a daily basis.

3.5 Test Administration

To a large extent, the administration of tests was managed by School Management Teams (SMTs) under the overall supervision of school principals. However, given the diversity of school contexts and the need to ensure that tests were administered under controlled and as similar conditions as was possible, a number of standardisation measures were put in place. The following are some of the key measures that were taken to ensure that tests were administered under fair, transparent and credible conditions:

(a) Use of a common timetable

As early as February 2012, a common timetable, which specified the dates (18–21 September 2012) and times at which specific ANA tests were to be written was disseminated to all schools. In addition to strengthening awareness about ANA, the timetable also assisted schools to plan appropriately for the conduct of ANA 2012.

(b) Training of participants in test administration

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

(c) Invigilation during test administration

School principals were informed on how they should assign teachers to invigilate during test administration sessions, provided a teacher was not assigned to invigilate his/her own class. Invigilation included reading out instructions to learners on how they were expected to conduct themselves throughout the test administration session. For instance, learners were expected to answer each test question on their own without seeking or offering assistance to others.

Invigilators of Grades 1 and 2 were instructed to read each test question clearly two times before allowing learners time to write their responses independently. Learners in Grade 3 and above read the questions independently and silently and wrote their answers in the provided booklets. Invigilators collected all the booklets at the end of the allowed time for test administration in each session.

(d) Monitoring of test administration

Whilst schools were largely responsible for managing the test administration process, there was both intensive and extensive monitoring of the process from district, provincial and national levels of the education system. Teams of district and provincial officials visited schools unannounced to verify that schools complied with the requirements and specifications outlined in the TAM. Members of the DBE Broad Management, which included directors, chief directors and deputy director-generals, also visited random samples of schools in all the provinces to check compliance and also to provide guidance where necessary.

Overall, all monitoring teams reported satisfactory compliance with prescribed procedures for test administration and that ANA tests were administered under fair and well-controlled conditions in all the schools that they visited. Challenges that were identified included a few instances where tests were in short supply. In all identified instances, test shortages were met either from emergency boxes that were supplied to each delivery point or through additional copies that were made at schools or the district office facilities. All these initiatives ensured that every learner in every school was given the opportunity to participate in ANA 2012.

3.6 Marking and Moderation of Learner Scripts

Ensuring that all learner responses are valid and evaluated correctly, fairly and consistently is a critical activity in the whole of the ANA process. Some of the steps that had been taken to make sure that all the learner scripts were marked consistent with agreed-upon memoranda and that the marking was duly moderated have been described in this section.

(a) Preparation of common marking guides/memoranda

Test developers and moderators developed a comprehensive marking guide/memorandum for each of the tests to ensure that all possible responses to each question were exhaustively represented. This was an important control and standardisation measure because it would have been very difficult to communicate any changes that could arise in the process of teachers marking in their respective schools across the country.

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

(b) Marking and moderation at school level

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

(c) Centralised moderation of marks

In addition to the moderation of marking that was done at school level, the DBE and the PEDs arranged for centralised moderation of random samples of school-marked scripts, either at district or provincial level. Centralised moderation focused on re-marking the sampled scripts at the critical transition grades, viz. Grades 3, 6 and 9. Provinces worked with districts to select competent teachers to work under trained chief markers at the central marking venues.

Selection of scripts for moderation

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

The number of sampled scripts from Grades 3, 6 and 9 that were moderated nationally has been summarised in **Table 3.2**.

Table 3.2: Number of sampled scripts moderated nationally

| GRADE 3 | GRADE 6 | GRADE 9 | TOTAL |
|---------|---------|---------|---------|
| 103 141 | 87 671 | 72 754 | 263 566 |

The number of scripts on which moderation marks was reported was 103141 in Grade 3, 87671 in Grade 6 and 72754 in grade 9.

Selection and number of marking venues

A critical criterion for the selection of marking venues was the numbers involved, both of scripts to be marked and the markers to be involved. Schools with ideal accommodation or any other suitable venue identified by the PED, served as marking centres for the centralised moderation of sampled Grades 3, 6 and 9 scripts. PEDs ensured an environment that facilitated smooth marking and moderation. All the scripts of learners in Grade 3 or Grade 6 from independent schools who participated in ANA 2012 were marked and moderated at the central venue.

In total, twenty-five centres were established across the nine provinces. The breakdown of marking centres per province is given in **Table 3.3**.

Table 3.3: Breakdown of marking centres per province

| PROVINCE | NO. OF VENUES |
|---------------|---------------|
| Eastern Cape | 1 |
| Free State | 3 |
| Gauteng | 5 |
| KwaZulu-Natal | 1 |
| Limpopo | 3 |
| Mpumalanga | 1 |
| Northern Cape | 1 |
| North West | 5 |
| Western Cape | 5 |
| Total | 25 |

From **Table 3.3**, there were 25 marking centres for ANA 2012. The variation of numbers of venues across the provinces was influenced largely by the nature and size of accommodation that each centre offered. PEDs were responsible for all logistical arrangements of setting up marking centres, while the DBE monitored the process of marking and moderation in all the centres.

Selection and appointment of markers

Markers and all other marking personnel were appointed by PEDs prior to the commencement of the writing of ANA. The following were some of the key norms and standards that regulated the process of selecting competent personnel for the centralised moderation of scripts:

- *Teachers who meet the requirements for examination-related work as indicated in the Personnel Administrative Measures (PAM) are appointed for moderation marking.*
- *The principal, in collaboration with the staff, nominates one teacher who currently teaches each of the Languages offered in Grades 3, 6 and 9, and one teacher who currently teaches Mathematics in each of Grades 3, 6 and 9 in each school for centralised moderation.*
- *Qualifying teachers are nominated for centralised moderation on the basis of seniority in terms of years of service teaching in the grade, relevant phase and on a rotational basis.*
- *District selection committees recommend markers for appointment by the PED.*
- *District selection committees nominate chief markers from suitably qualified curriculum officials/subject advisors or, where necessary, lead teachers, etc.*
- *Teacher union representatives attend the selection meetings as observers of the process to select marking personnel.*
- *A PED selection committee selects chief markers, senior markers and markers for appointment.*
- *All marking personnel are appointed by the Head of Department or delegated representative.*

No major problems that would have compromised the integrity of the national assessment were reported by PEDs.

Marking and moderation procedures

The PED's chief markers who attended the national marking guides/memoranda discussions for each subject, language and grade facilitated the training of markers at the centralised moderation venues. The ANA Marking Manual outlined the norms and standards as well as detailed processes that were to be followed by all, thereby ensuring that there was a consistent and standardised approach to the marking and moderation of ANA scripts across the country. Marking for each grade and subject was moderated by a senior marker or chief marker, of whom the majority were part of the national marking guides/memoranda discussions that were conducted centrally by the DBE.

3.7 Data Capture and Processing

After moderation, teachers at school and at the centralised moderation centres recorded all learners' marks on a computer-generated mark sheet. The completed mark sheets were then forwarded to a central capturing centre that was managed by a contracted service provider in each province. The service provider appointed for capturing scanned all the submitted mark sheets to keep an electronic record of documents received and documents returned to schools in cases where there were corrections that needed to be made by the school. An approach which involved double capture was followed as a quality control measure. This entailed data being captured by two separate data capturers, which ensured verification of the captured data.

Approximately 85% of the expected learner records were captured. Given that this was the first time that data of this kind and magnitude was captured (baseline), it is expected that higher levels of precision will be achieved as the system receives enhancements in future assessments.

All captured data, including learner test marks, was uploaded onto the national mainframe. From the mainframe, a number of queries could be run to "clean" the data, e.g. removing duplicate records, identifying and correcting "wild codes", such as learner scores that exceeded the total mark in the test, and other spurious entries.

Once cleaned, the data was ready for analysis.

3.8 ANA in Independent Schools

The National Norms and Standards for School Funding (NNSF), as amended, provides for conditions to be met by registered independent schools in order for them to be considered for a State subsidy. In particular, par. 177 (1) (a) of the NNSF provides that:

"A primary school phase may be considered for subsidy using the latest provincial learner assessment results of public ordinary schools, if-

(i) the average of its learner achievement rate in literacy and numeracy in the Grade 3 or Grade 6 assessment is equal to or more than the provincial latest achievement rate of Grade 3 or Grade 6 in public schools."

The amendment to the NNSF gave effect to the implementation of the Annual National Assessment (ANA) in subsidised independent schools through *Government Gazette No. 33973*, published on 31 January 2011. The *Gazette*, in accordance with paragraphs 177 (1) (a) and 177 (3) of the NNSF pronounces a determination that the Grade 3 or Grade 6 instrument used for the ANA in public schools, where applicable, be used to measure learner achievement within independent schools which are eligible for subsidy.

All state-funded independent schools with a primary-school phase completed a registration form for their learners participating in ANA 2012. The registration process was conducted in the same way as in public schools.

Test administration in independent schools was conducted by trained officials from district offices. In some instances, teachers administered the tests under the supervision and monitoring of a district official. To ensure that tests were administered under controlled conditions, some standardisation measures were put in place, such as:

- (a) Following a common timetable, which is the same as used by public schools
- (b) Using the TAM, which outlined the duties and responsibilities of all role-players in ANA.

Tables 3.4 and 3.5 indicate the statistics on the number of schools per province and the number of learners that participated in ANA 2012 in independent schools.

Table 3.4: Number of independent schools that participated in ANA 2012

| INDEPENDENT SCHOOLS | |
|---------------------|---------|
| PROVINCE | SCHOOLS |
| Eastern Cape | 123 |
| Free State | 53 |
| Gauteng | 267 |
| KwaZulu-Natal | 114 |
| Limpopo | 85 |
| Mpumalanga | 82 |
| Northern Cape | 3 |
| North West | 29 |
| Western Cape | 57 |
| National | 813 |

Table 3.5: Number of learners in independent schools who wrote ANA, by grade

| GRADES | HL | FAL | MATHEMATICS |
|---------|-------|-------|-------------|
| Grade 3 | 6 831 | | 5 861 |
| Grade 6 | 7 568 | 3 729 | 11 641 |

Scripts for Grades 3 and 6 of all learners who wrote ANA in independent schools were marked and moderated at centralised marking venues in each province. As in public schools, some steps were taken to make sure that all learner scripts were marked consistent with agreed-upon marking guides/memoranda. Markers completed computer-generated mark sheets. After marking and moderation, mark sheets were captured in the centralised capturing centres in each province.

3.9 ANA in Special Schools

Special schools completed a learner registration form where the special needs of learners were indicated. The ANA tests were adapted for visual and hearing disabilities. Tests were Brailled and adapted for deaf learners in all eleven official languages for Grades 1–3 and in English and Afrikaans for Grades 4–to 6 and 9. The tests were printed and packed by the DBE and distributed to schools by the provinces.

A total of 12 379 learners from a 119 special schools participated in ANA 2012. In **Table 3.6**, the number of schools and learners that participated is indicated for each of the nine provinces.

Table 3.6: Participation of special schools in ANA 2012

| SPECIAL SCHOOLS | | |
|-----------------|---------|----------|
| PROVINCE | SCHOOLS | LEARNERS |
| Eastern Cape | 6 | 362 |
| Free State | 3 | 80 |
| Gauteng | 5 | 959 |
| KwaZulu-Natal | 75 | 7 962 |
| Limpopo | 6 | 345 |
| Mpumalanga | 10 | 1 488 |
| Northern Cape | 1 | 73 |
| North West | 1 | 29 |
| Western Cape | 12 | 1 081 |
| National | 119 | 12 379 |

4. ANA 2012 RESULTS

4.1 Overall Performance in Average Percentage marks

The average percentage marks in Home Language (HL) and First Additional Language (FAL) in the various grades are presented in **Tables 4.1** and **4.2** and **Figures 4.1** and **4.2**. It is important to note that direct comparisons across years can only be done with extreme caution, as the Language test used in 2011 in Grades 1-6, was pitched at the level of the language of learning and teaching. In 2012, however, two tests were set, one at Home Language level and the other at First Additional Language level in Grades 4-6 and 9. Candidates, therefore, wrote either of these tests in 2012. Only one test was written at Home Language by Grades 1, 2 and 3 learners.

Table 4.1: National average percentage marks for Language in 2011 and 2012 (Grades 1-3)

| GRADE | HL 2012 | LANG 2011 |
|-------|---------|-----------|
| 1 | 58 | 59 |
| 2 | 55 | 52 |
| 3 | 52 | 35 |

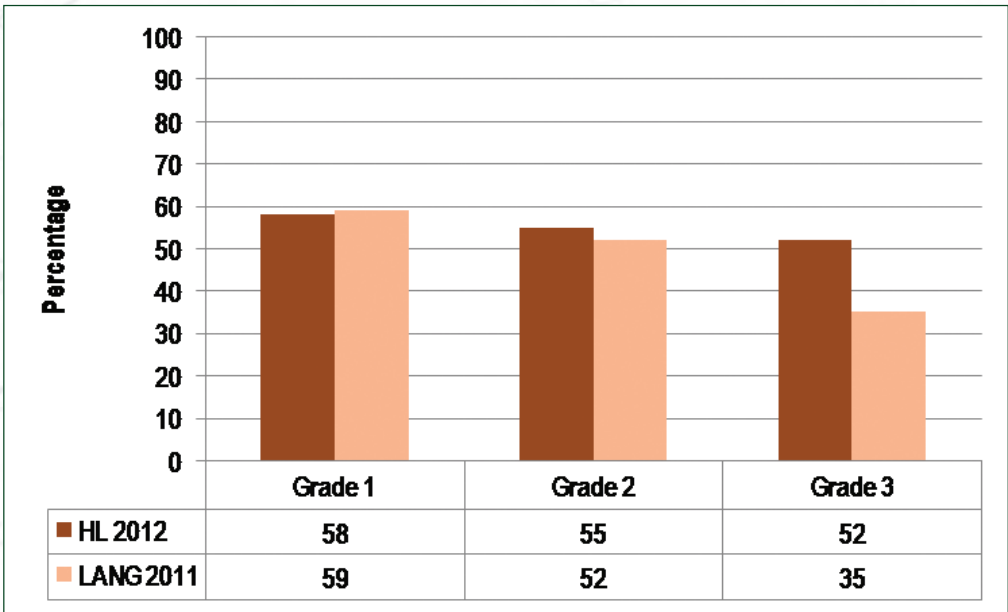
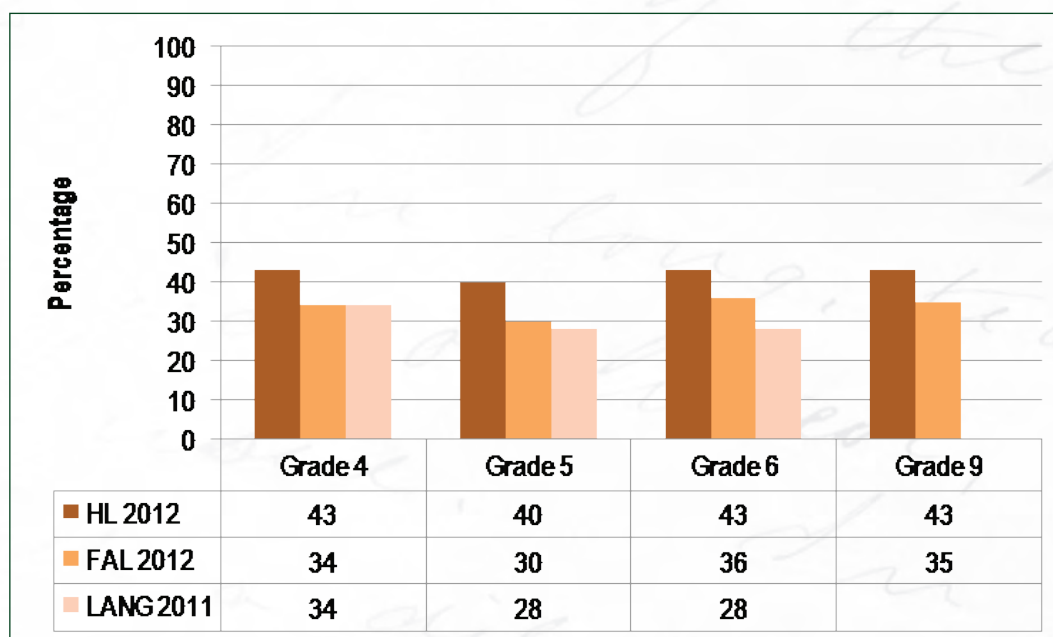


Figure 4.1: National average percentage marks for Language in 2011 and 2012 (Grades 1–3)

Table 4.2: National average percentage marks for Language in 2011 and 2012 (Grades 4-6 & 9)

| GRADE | HL 2012 | FAL 2012 | LANG 2011 |
|-------|---------|----------|-----------|
| 4 | 43 | 34 | 34 |
| 5 | 40 | 30 | 28 |
| 6 | 43 | 36 | 28 |
| 9 | 43 | 35 | NA |



* Grade 9 was not part of ANA 2011.

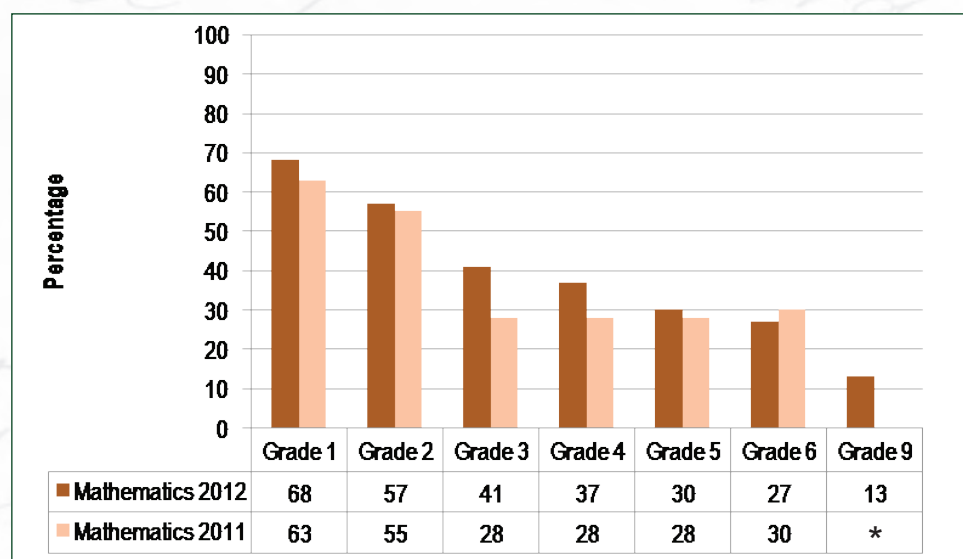
Figure 4.2: National average percentage marks for Language in 2011 and 2012 (Grades 4-6 and 9)

From the respective tables and figures it can be observed that the highest average mark in Language at the foundation phase was in Grade 1 (58%) and the lowest was in Grade 3 (52%). This pattern of decrease in performance from Grade 1 to Grade 3 was quite similar in 2011. Overall, learner performance at the intermediate phase and Grade 9 was comparatively lower with a maximum average mark of 43% in Grade 9 Home Language and a minimum of 30% in Grade 5 First Additional Language. Generally, performance of the learners who were tested at the Home Language level was higher than that of their counterparts who took the test at the First Additional Language level, an observation that is in keeping with research findings worldwide.

The average percentage marks in Mathematics are presented in **Table 4.3** and **Figure 4.3**.

Table 4.3: National average percentage marks for Mathematics in 2011 and 2012.

| GRADE | MATHEMATICS 2012 | MATHEMATICS 2011 | DIFFERENCE (% POINTS) |
|-------|------------------|------------------|-----------------------|
| 1 | 68 | 63 | 5 |
| 2 | 57 | 55 | 2 |
| 3 | 41 | 28 | 13 |
| 4 | 37 | 28 | 9 |
| 5 | 30 | 28 | 2 |
| 6 | 27 | 30 | -3 |
| 9 | 13 | | * |



* Grade 9 was not part of ANA 2011.

Figure 4.3: National average percentage marks for Mathematics in 2011 and 2012

As in Language, the pattern of performance in Mathematics, as observed from the respective tables and figures, showed a decrease from Grade 1 (68%) to Grade 9 (13%). A similar pattern was observed in 2011 except that the average percentage marks were generally higher in 2012. Only at Grade 6 level did performance show a slight dip of three percentage points. As a baseline, the average mark of 13% at Grade 9 level was worryingly low. It is evident that more focused interventions are needed at the intermediate and senior phases.

Overall, where direct comparisons could be made, the performance of learners in 2012 was appreciably higher than in 2011. The exceptionally low performance in Mathematics at Grade 6 and at Grade 9 level in particular will require a more concerted approach to the current and future interventions.

4.2 Percentage of Learners Showing Adequate and Higher Achievement

In this section the percentage of Grade 3 and 6 learners who obtained 50% or more of the test marks are reported for both 2012 and 2011. The focus of reporting in this section is on Grades 3 and 6 because these were the grades where adequate external verification of the quality of marking was done systematically in both years and the findings are, therefore, more comparable.

In terms of the CAPS, a mark of at least 50% is required for adequate and higher achievement. The percentage of Grade 3 and 6 learners who obtained 50% or more of the Mathematics test marks in 2011 and 2012 are reported in **Tables 4.4** and **4.5**.

Table 4.4: Percentage of learners obtaining at least 50% of the Mathematics marks

| GRADE | 2011 | 2012 |
|-------|------|------|
| 3 | 17 | 36 |
| 6 | 12 | 11 |

It can be observed from **Table 4.4** that in Grade 6, the percentage of learners reaching the adequate and higher achievement levels remained fairly similar across the two years (12% and 11%, respectively), whilst in Grade 3 there was a significant increase in this proportion, from 17% in 2011 to 36% in 2012.

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

| GRADE | LANG 2011 | HL 2012 | FAL 2012 |
|-------|-----------|---------|----------|
| 3 | 31 | 57 | - |
| 6 | 15 | 39 | 24 |

For both Grades 3 and 6 there was a large increase in the percentage of learners reaching the adequate and higher levels of achievement, viz. 31% to 57% and 15% to 39%, respectively.

4.3 Provincial Trends in the Performance of Grades 1-6 and 9

The average percentage marks per province, as well as the percentage of learners reaching at least the adequate achievement level, are shown in the tables below for each grade and subject. The average percentage marks in 2011 and 2012 are also displayed in graphs.

It needs to be noted that the data for Grades 3, 6 and 9 has been extensively quality assured through the moderation and verification processes which included provincial, national and external measures. The external verification applied to Grades 3 and 6 in 2011. The Data for the remaining grades has only undergone internal quality assurance at the school and district level.

Table 4.6: Achievement in Grade 1 Mathematics by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
|-----------------|-------------------------|--|
| EC | 65,2 | 72,8 |
| FS | 70,2 | 81,0 |
| GP | 74,1 | 85,7 |
| KZN | 69,1 | 78,8 |
| LP | 64,7 | 73,1 |
| MP | 65,9 | 74,9 |
| NC | 63,5 | 71,6 |
| NW | 63,3 | 71,2 |
| WC | 70,1 | 80,3 |
| National | 68,1 | 77,4 |

Average percentage marks in Grade 1 Mathematics ranged from 63,3% in North West to 74,1% in Gauteng. Gauteng had the highest percentage or proportion of Grade 1 learners (85,7%) who achieved adequate and higher levels of performance in Mathematics, while the lowest percentage in this category (71,2%) were in North West.

Average percentage marks of Grade 1 learners in Mathematics in 2011 and 2012 are shown in **Figure 4.6** per province.

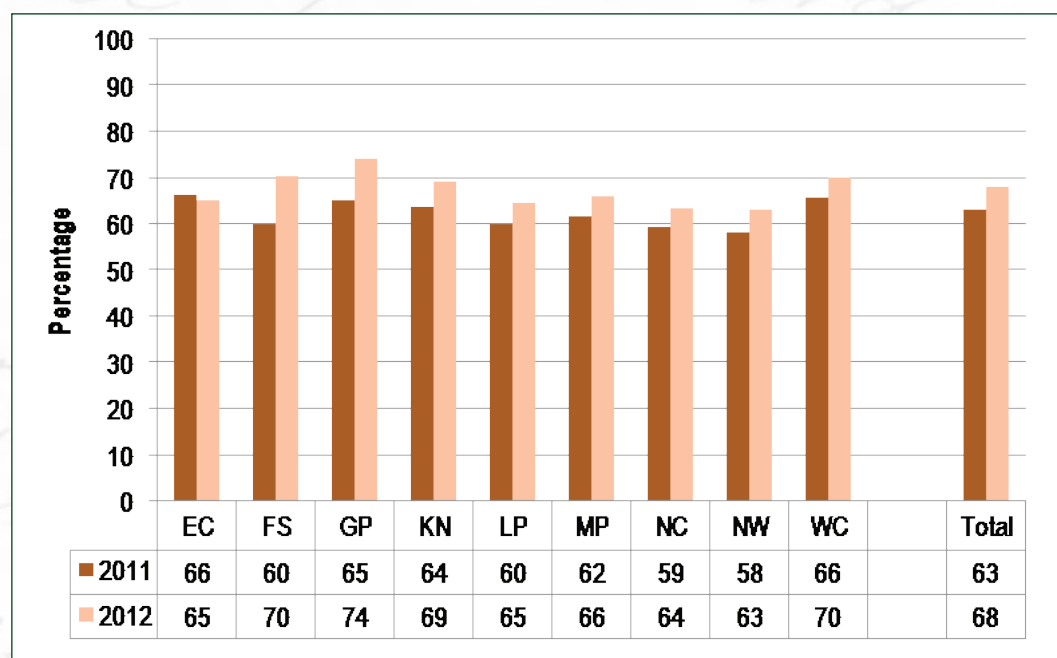


Figure 4.4: Provincial average percentage marks for Grade 1 Mathematics in 2011 and 2012

There was a slight increase in average percentage marks in all the provinces, except for the Eastern Cape where the average percentage declined by one percentage point.

Table 4.7: Achievement in Grade 1 Language by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
|-----------------|-------------------------|--|
| EC | 55,0 | 60,0 |
| FS | 59,8 | 68,5 |
| GP | 62,7 | 72,1 |
| KZN | 58,4 | 65,4 |
| LP | 54,6 | 58,8 |
| MP | 54,1 | 58,1 |
| NC | 52,4 | 55,7 |
| NW | 53,1 | 55,5 |
| WC | 61,0 | 68,5 |
| National | 57,5 | 63,7 |

Gauteng had the highest percentage or proportion of Grade 1 learners (72,1%) who achieved adequate and higher levels of performance in Language. Northern Cape had the lowest (55,7%).

Average percentage marks of Grade 1 learners in Language in 2011 and 2012 are shown in **Figure 4.9** per province.

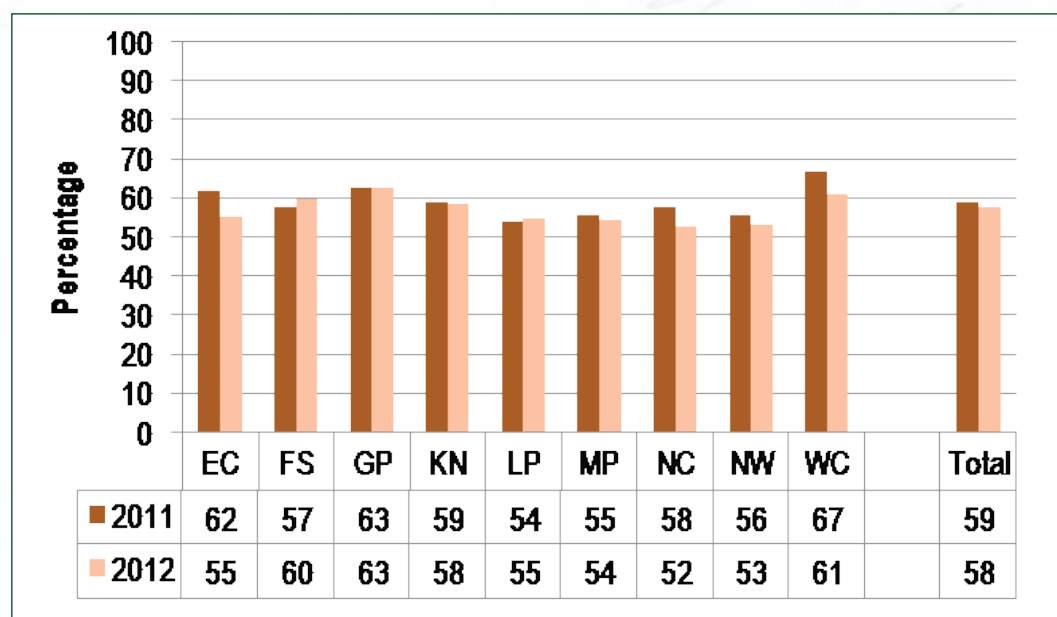


Figure 4.5: Provincial average percentage marks for Grade 1 Language in 2011 and 2012

Achievement in Grade 1 Language remained fairly similar in 2012 as in 2011.

The achievement of Grade 2 learners in Mathematics by province in 2012 is shown in **Table 4.8**.

Table 4.8: Achievement in Grade 2 Mathematics by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
|----------|-------------------------|--|
| EC | 55.2 | 63.3 |
| FS | 59.7 | 72.6 |
| GP | 63.2 | 78.3 |
| KZN | 58.4 | 69.9 |
| LP | 52.7 | 59.2 |
| MP | 54.3 | 62.9 |
| NC | 54.4 | 61.5 |
| NW | 50.6 | 54.2 |
| WC | 62.1 | 76.8 |
| National | 57.4 | 67.8 |

Gauteng had the highest percentage of Grade 2 learners achieving adequate and higher levels of performance. North West had the lowest.

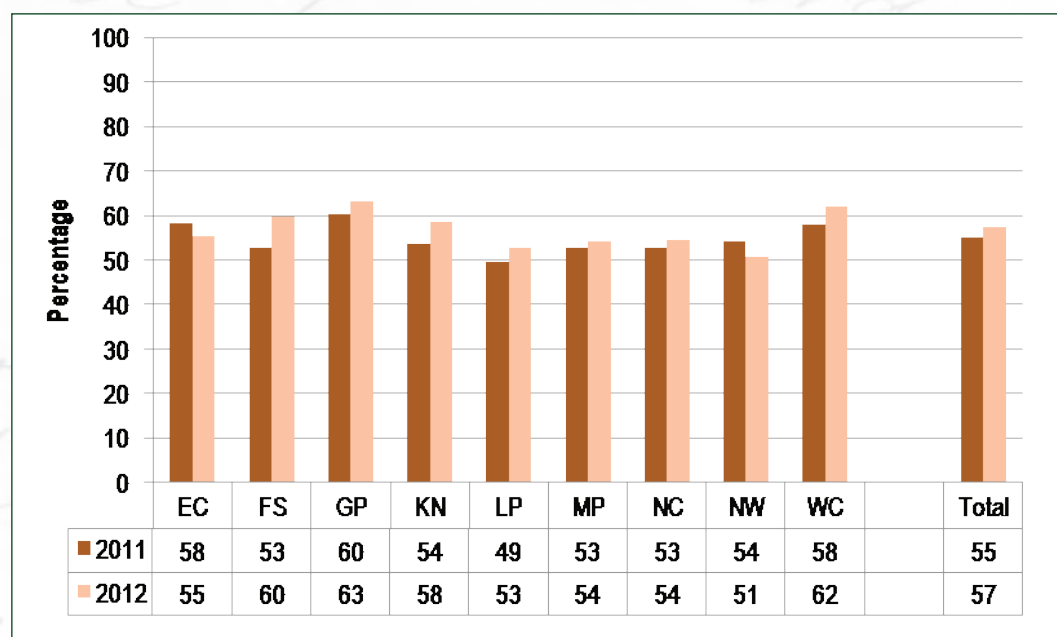


Figure 4.6: Provincial average percentage marks for Grade 2 Mathematics in 2011 and 2012

There was a slight improvement in the average percentage marks for Grade 2 Mathematics in 2012 across all provinces, except for the Eastern Cape and North West.

Table 4.9: Achievement in Grade 2 Language by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
|----------|-------------------------|--|
| EC | 52,8 | 60,0 |
| FS | 56,3 | 66,4 |
| GP | 59,1 | 69,9 |
| KZN | 57,8 | 68,4 |
| LP | 53,3 | 60,4 |
| MP | 53,4 | 61,4 |
| NC | 48,7 | 52,2 |
| NW | 46,9 | 48,8 |
| WC | 59,9 | 71,6 |
| National | 55,3 | 64,0 |

Western Cape had the highest percentage of Grade 2 learners who achieved the adequate and higher levels of performance. North West had the lowest.

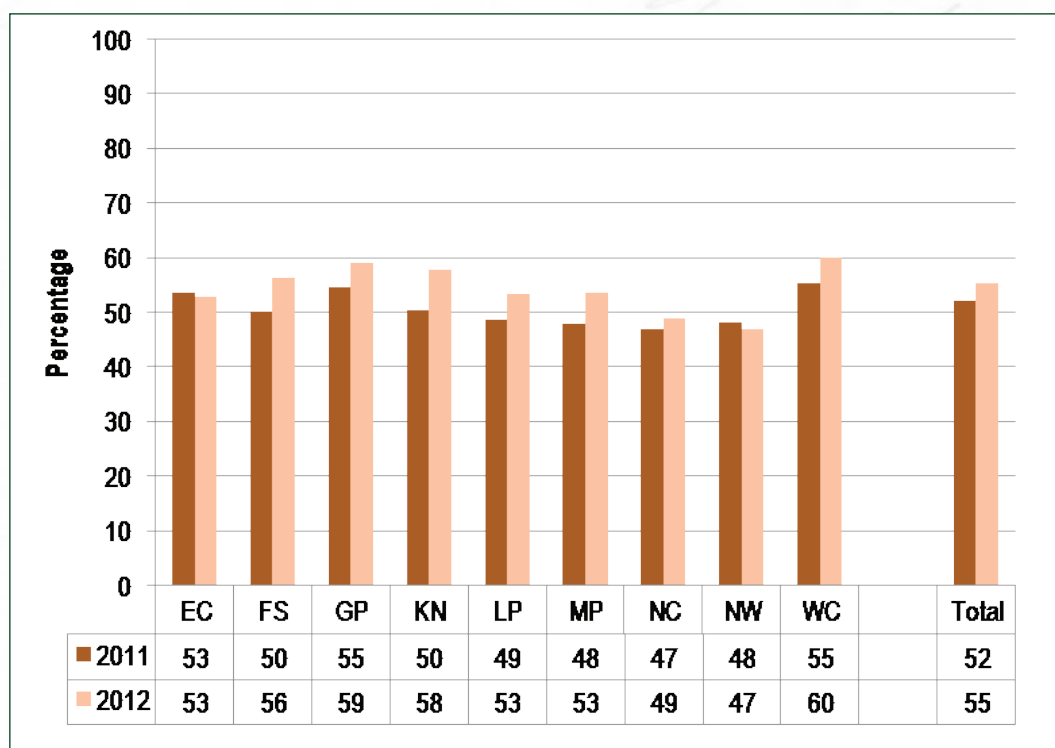


Figure 4.7: Provincial average percentage marks for Grade 2 Language in 2011 and 2012

There was a slight improvement in the average percentage marks for Grade 2 Language in 2012 across all provinces, except for Eastern Cape and North West.

Table 4.10: Achievement in Grade 3 Mathematics by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
|-----------------|-------------------------|--|
| EC | 40,5 | 34,9 |
| FS | 44,7 | 41,8 |
| GP | 46,9 | 47,9 |
| KZN | 42,2 | 37,6 |
| LP | 34,4 | 23,7 |
| MP | 35,6 | 25,0 |
| NC | 37,9 | 31,2 |
| NW | 34,1 | 23,4 |
| WC | 47,4 | 48,0 |
| National | 41,2 | 36,3 |

Western Cape had the highest percentage of Grade 3 learners (48,0%) who achieved adequate and higher levels of performance while North West had the lowest (23,4%).

The provincial average percentage marks for Grade 3 in Mathematics in 2011 and 2012 are shown in **Figure 4.12**

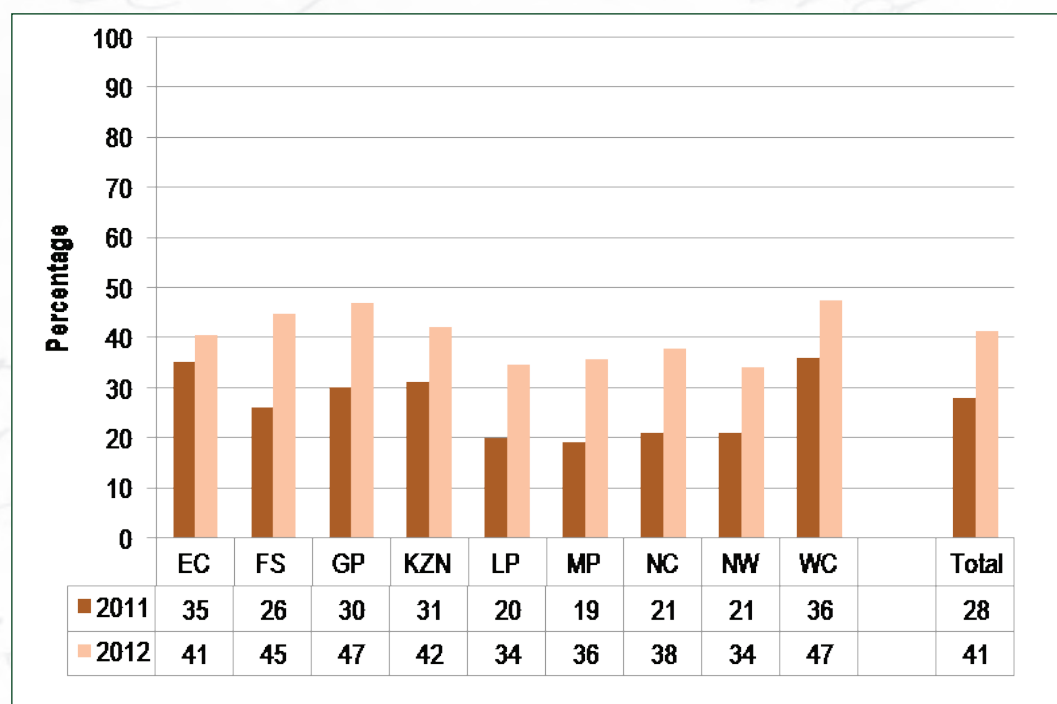


Figure 4.8: Provincial average percentage marks for Grade 3 Mathematics in 2011 and 2012

There was a large increase in the average achievement marks in Grade 3 Mathematics in all provinces.

Table 4.11: Achievement in Grade 3 Language by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
|-----------------|-------------------------|--|
| EC | 50,3 | 52,7 |
| FS | 56,3 | 65,2 |
| GP | 54,8 | 61,7 |
| KZN | 53,5 | 59,2 |
| LP | 47,9 | 48,8 |
| MP | 48,0 | 48,9 |
| NC | 49,4 | 51,4 |
| NW | 46,4 | 46,3 |
| WC | 57,1 | 67,4 |
| National | 52,0 | 56,6 |

Western Cape had the highest percentage (67,4%) of Grade 3 learners who achieved the adequate and higher levels of performance in Language. North West had the lowest (46,3%).

The provincial average percentage marks for Grade 3 Language in 2011 and 2012 are shown in **Figure 4.14**.

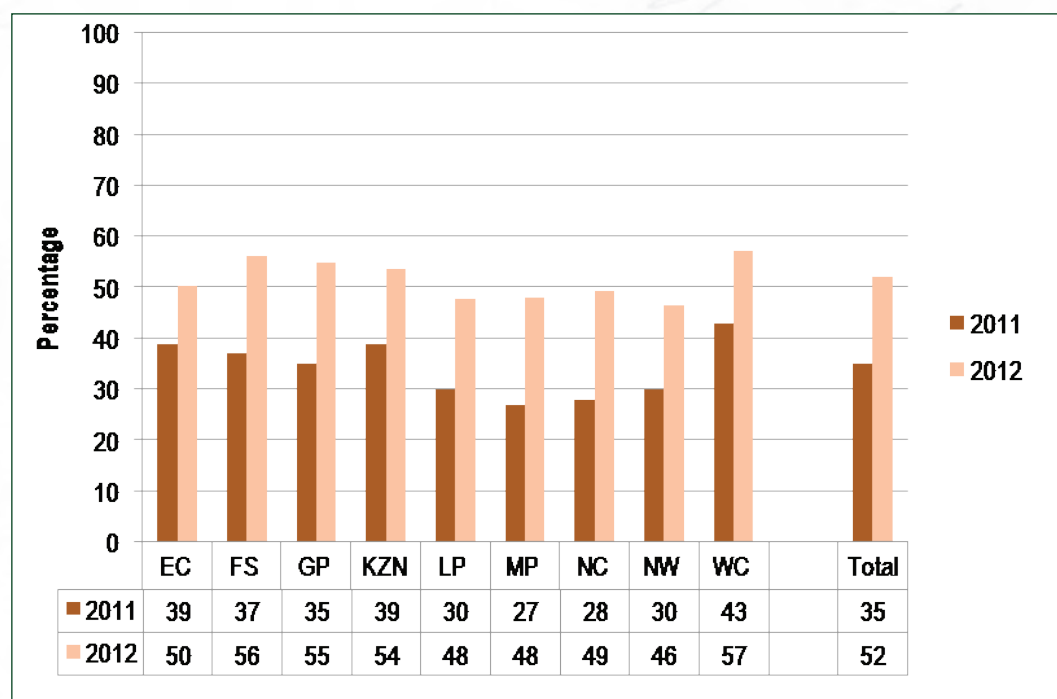


Figure 4.9: Provincial average percentage marks for Grade 3 Language in 2011 and 2012

There was a large increase in the average achievement in Grade 3 Language in all provinces during this period.

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

Table 4.12: Achievement in Grade 4 Mathematics by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND ABOVE |
|-----------------|-------------------------|---|
| EC | 35,3 | 22,7 |
| FS | 36,3 | 22,9 |
| GP | 42,0 | 35,9 |
| KZN | 39,4 | 30,5 |
| LP | 29,4 | 13,7 |
| MP | 31,7 | 16,0 |
| NC | 34,9 | 23,0 |
| NW | 31,0 | 15,5 |
| WC | 45,6 | 42,2 |
| National | 37,0 | 26,3 |

Western Cape had the highest percentage (42,2%) of Grade 4 learners who achieved adequate and higher levels of performance in Mathematics. Limpopo had the lowest (13,7%).

The provincial average percentage marks for Grade 4 Mathematics in 2011 and 2012 are shown in **Figure 4.15**.

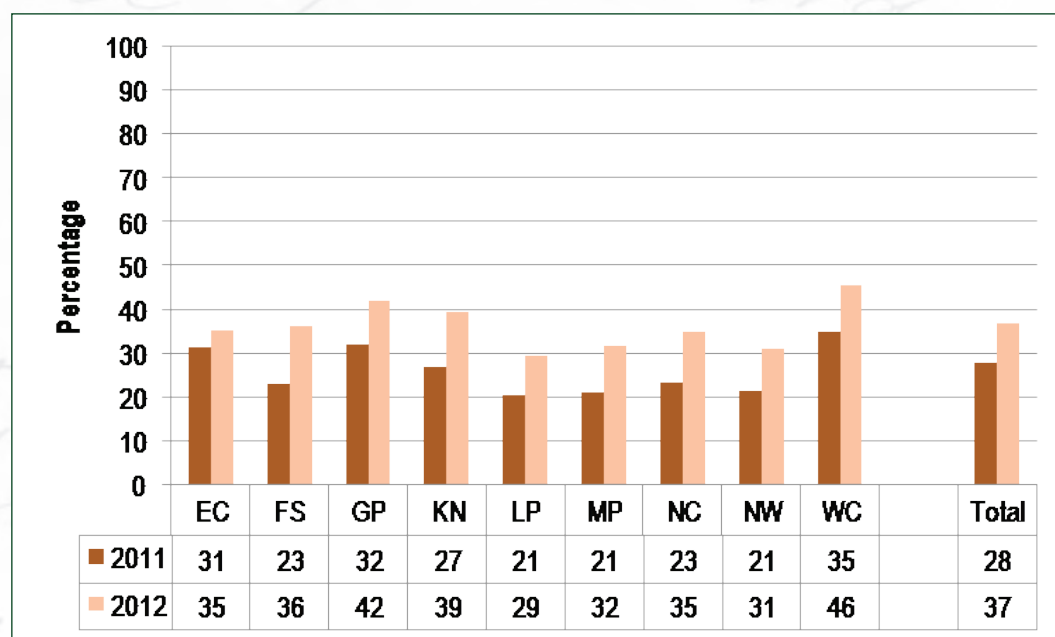


Figure 4.10: Provincial average percentage marks for Grade 4 Mathematics in 2011 and 2012

There was a large increase in the average achievement in Grade 4 Mathematics in all provinces in 2012.

The achievement of Grade 4 learners in Language by province in 2012 is shown in **Table 4.12**.

Table 4.12: Achievement in Grade 4 Language by province in 2012

| PROVINCE | HOME LANGUAGE | | FAL | |
|-----------------|-------------------------|--|-------------------------|--|
| | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
| EC | 38,3 | 32,5 | 36,0 | 28,8 |
| FS | 53,4 | 59,0 | 31,9 | 21,2 |
| GP | 49,7 | 53,2 | 40,0 | 36,9 |
| KZN | 38,2 | 31,9 | 34,3 | 26,4 |
| LP | 24,1 | 12,1 | 28,5 | 17,4 |
| MP | 31,8 | 23,6 | 30,4 | 19,4 |
| NC | 41,1 | 39,1 | 33,2 | 24,8 |
| NW | 25,9 | 14,3 | 29,9 | 19,5 |
| WC | 54,8 | 63,0 | 33,4 | 24,2 |
| National | 42,6 | 41,3 | 33,6 | 25,2 |

In Home Language Western Cape had the highest percentage (63,0%) of Grade 4 learners who achieved adequate and higher levels of performance. Limpopo had the lowest (12,1%). In First Additional Language Gauteng had the highest percentage (36,9%) of Grade 4 learners who achieved adequate and higher levels of performance. Limpopo had the lowest (17,4%).

The provincial average percentage marks for Grade 4 learners in Language in 2011 and 2012 are shown in **Figure 4.11**.

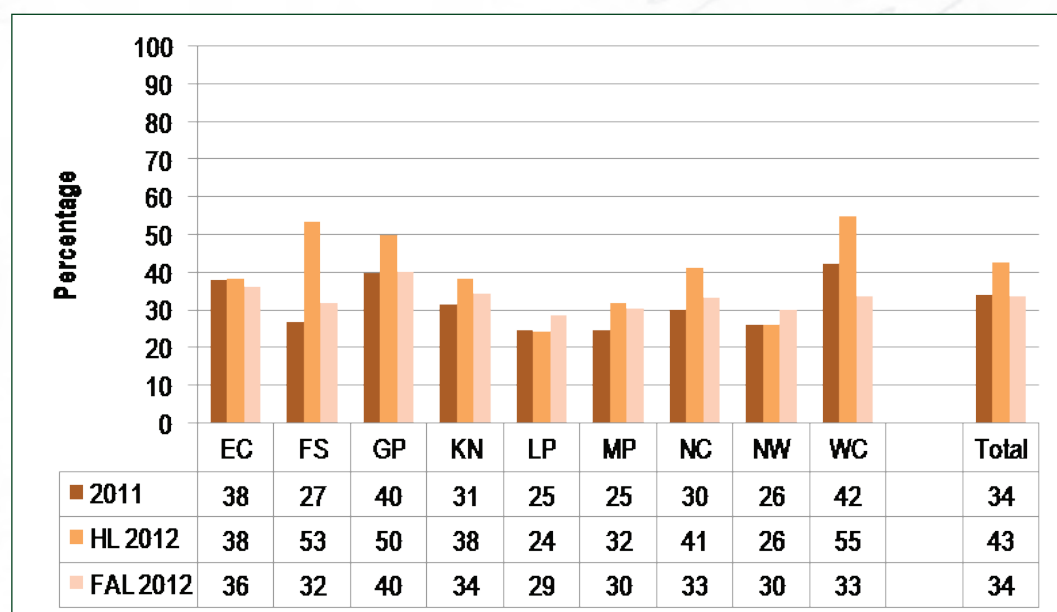


Figure 4.11: Provincial **average percentage marks** for Grade 4 Language in 2011 and in 2012

In general in 2012 Grade 4 learners who took the Home Language test performed better than those who took the First Additional Language test.

The achievement of Grade 5 learners in Mathematics by province in 2012 is shown in **Table 4.14**.

Table 4.14: Achievement in Grade 5 Mathematics by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND ABOVE |
|-----------------|-------------------------|---|
| EC | 28,1 | 12,0 |
| FS | 30,9 | 15,5 |
| GP | 35,7 | 24,3 |
| KZN | 31,1 | 16,7 |
| LP | 24,3 | 7,4 |
| MP | 26,1 | 8,9 |
| NC | 27,1 | 12,7 |
| NW | 26,1 | 9,1 |
| WC | 39,4 | 30,9 |
| National | 30,4 | 16,1 |

Western Cape had the highest percentage (30,9%) of Grade 5 learners achieving adequate and higher levels of performance in Mathematics. Limpopo had the lowest (7,4%).

The provincial average percentage marks for Grade 5 Mathematics in 2011 and 2012 are shown in **Figure 4.12**.

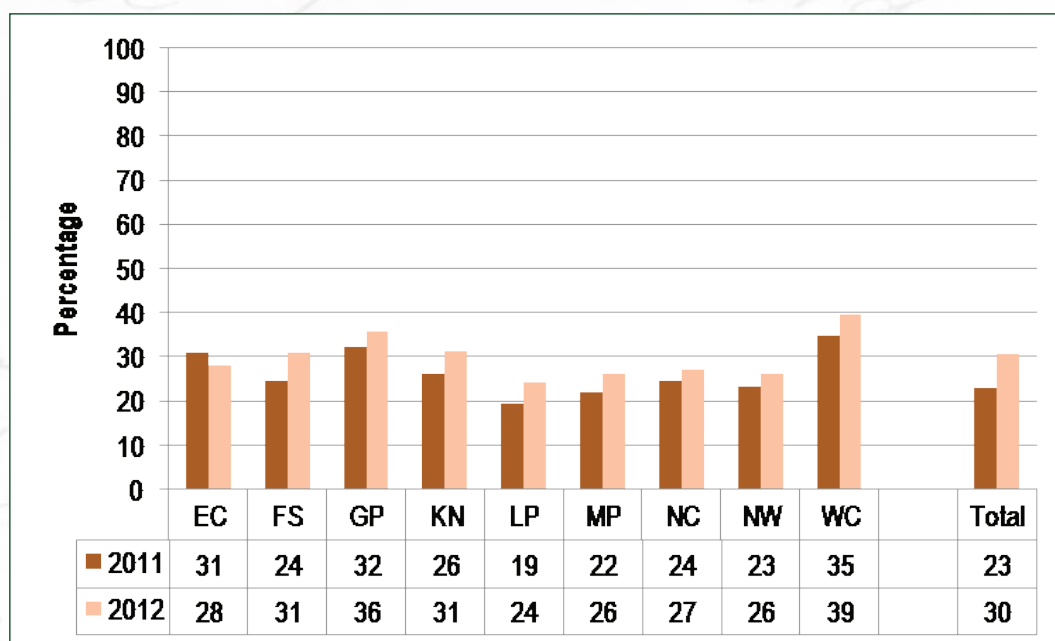


Figure 4.12: Provincial average percentage marks for Grade 5 Mathematics in 2011 and 2012

There was a considerable increase in the average achievement marks in Grade 5 Mathematics in all provinces, except for Eastern Cape in 2012.

The achievement of Grade 5 learners in Language by province in 2012 is shown in **Table 4.15**.

Table 4.15: Achievement in Grade 5 Language by province in 2012

| PROVINCE | HOME LANGUAGE | | FAL | |
|-----------------|-------------------------|---|-------------------------|---|
| | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND ABOVE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND ABOVE |
| EC | 35,0 | 27,6 | 30,3 | 16,4 |
| FS | 50,2 | 53,9 | 27,9 | 11,5 |
| GP | 45,5 | 46,4 | 35,8 | 25,7 |
| KZN | 34,4 | 26,7 | 31,0 | 18,4 |
| LP | 24,2 | 12,0 | 25,2 | 10,8 |
| MP | 30,9 | 22,0 | 26,3 | 10,6 |
| NC | 38,1 | 31,0 | 30,1 | 17,7 |
| NW | 26,2 | 13,6 | 27,9 | 12,6 |
| WC | 50,9 | 55,2 | 31,0 | 16,0 |
| National | 39,9 | 36,5 | 29,6 | 15,9 |

In Home Language Western Cape had the highest percentage (55,2%) of Grade 5 learners who achieved adequate and higher levels of performance in Language. Limpopo had the lowest (12,0%). In First Additional Language Gauteng had the highest percentage (25,7%) of Grade 5 learners achieving adequate and higher levels of performance. Mpumalanga had the lowest (10,6%).

The provincial average percentage marks for Grade 5 Language in 2011 and 2012 are shown in **Figure 4.13**.

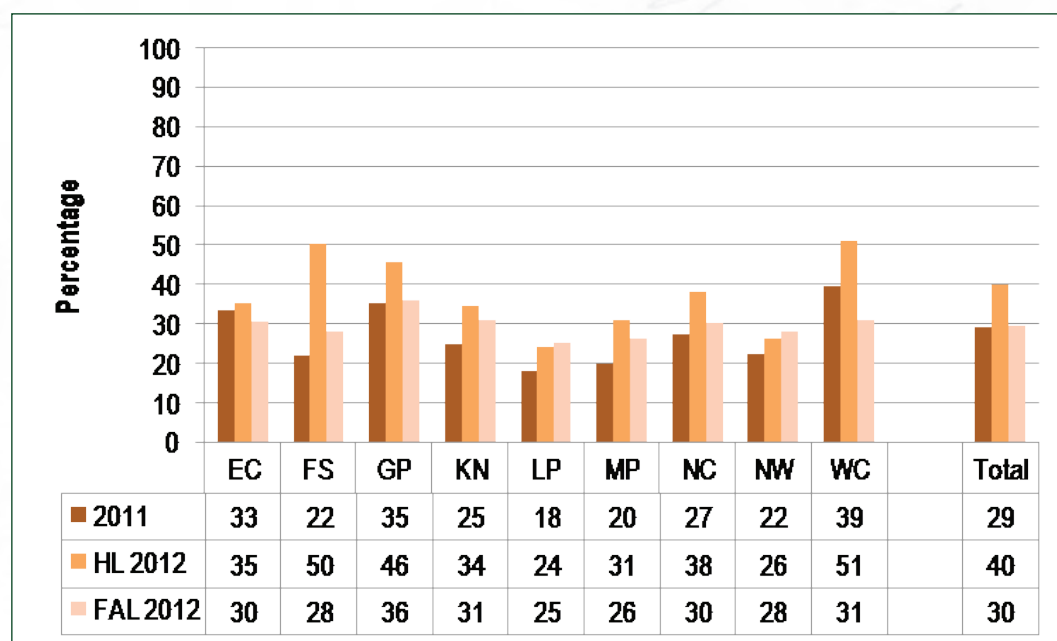


Figure 4.13: Provincial average percentage marks for grade 5 language in 2011 and in 2012

In 2012 Grade 5 learners who took the Home Language test performed better than those who took the First Additional Language test except in Limpopo and North West.

The achievement of Grade 6 learners in Mathematics by province in 2012 is shown in **Table 4.16**.

Table 4.16: Achievement in Grade 6 Mathematics by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
|-----------------|-------------------------|--|
| EC | 24,9 | 8,1 |
| FS | 28,4 | 11,7 |
| GP | 30,9 | 16,4 |
| KZN | 28,1 | 11,8 |
| LP | 21,4 | 4,6 |
| MP | 23,4 | 5,7 |
| NC | 23,8 | 7,6 |
| NW | 23,6 | 7,1 |
| WC | 32,7 | 19,9 |
| National | 26,7 | 10,6 |

Western Cape had the highest percentage (19,9%) of Grade 6 learners achieving adequate and higher levels of performance in Mathematics. Limpopo had the lowest (4,6%).

The provincial average percentage marks for Grade 6 Mathematics in 2011 and in 2012 are shown in **Figure 4.14**.

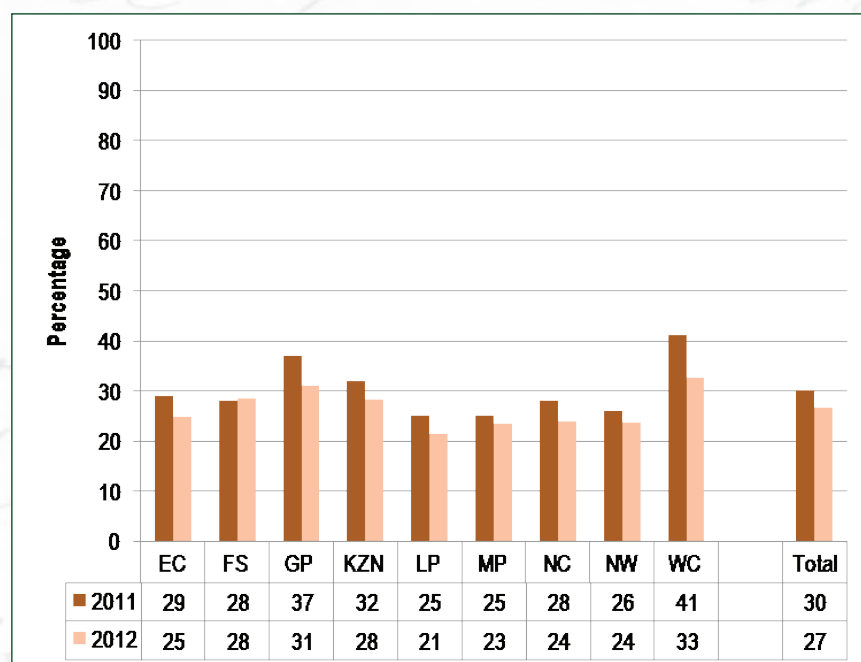


Figure 4.14: Provincial average percentage marks for Grade 6 Mathematics in 2011 and 2012

There was a slight decrease in the average achievement in Grade 6 Mathematics in all provinces, except for Free State in 2012.

The achievement of Grade 6 learners in Language by province in 2012 is shown in **Table 4.17**.

Table 4.17: Achievement in Grade 6 Language by province in 2012

| PROVINCE | HOME LANGUAGE | | FAL | |
|-----------------|-------------------------|--|-------------------------|--|
| | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
| EC | 38,4 | 29,4 | 36,3 | 25,0 |
| FS | 52,2 | 56,8 | 37,3 | 24,8 |
| GP | 49,3 | 51,6 | 42,8 | 38,9 |
| KZN | 40,9 | 34,9 | 35,3 | 23,5 |
| LP | 28,2 | 14,5 | 31,7 | 18,2 |
| MP | 33,4 | 23,2 | 31,1 | 17,6 |
| NC | 39,0 | 29,1 | 36,4 | 25,3 |
| NW | 33,1 | 20,4 | 36,1 | 24,9 |
| WC | 49,7 | 50,4 | 38,3 | 28,7 |
| National | 42,8 | 38,7 | 35,6 | 24,4 |

In Home Language Free State had the highest percentage (56,8%) of Grade 6 learners who achieved adequate and higher levels of performance. Limpopo had the lowest (14,5%). In First Additional Language Gauteng had the highest percentage of adequate and higher Grade 6 achievers and Mpumalanga had the lowest (17,6%).

Provincial average percentage marks for Grade 6 Language in 2011 and in 2012 are shown in **Figure 4.15**.

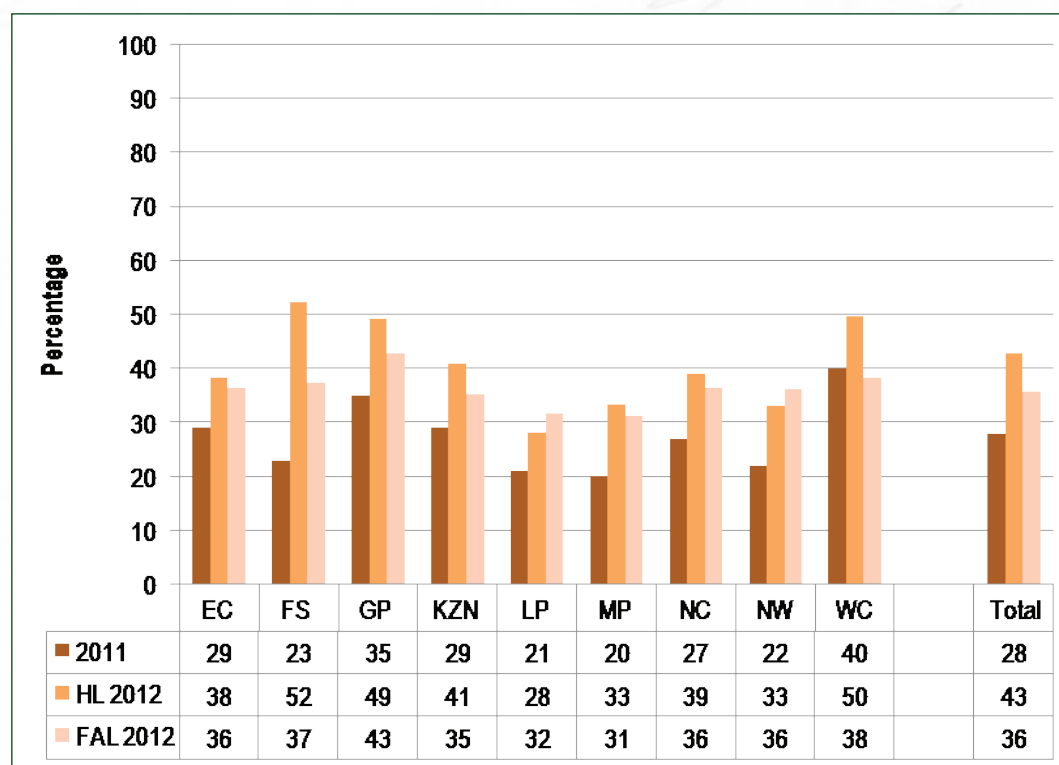


Figure 4.15: Provincial average percentage marks for Grade 6 Language in 2011 and 2012

In 2012, Grade 6 learners who took the Home language test performed better than those who took the First Additional Language test, except for Limpopo and North West.

The achievement of Grade 9 learners in Mathematics by province in 2012 is shown in **Table 4.18**.

Table 4.18: Achievement in Grade 9 Mathematics by province in 2012

| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
|-----------------|-------------------------|--|
| EC | 14,6 | 2,6 |
| FS | 14,0 | 3,1 |
| GP | 14,7 | 3,7 |
| KZN | 12,0 | 1,9 |
| LP | 8,5 | 0,5 |
| MP | 11,9 | 1,0 |
| NC | 13,2 | 2,0 |
| NW | 11,2 | 1,4 |
| WC | 16,7 | 5,0 |
| National | 12,7 | 2,3 |

Western Cape had the highest percentage (5,0%) of Grade 9 learners who achieved adequate and higher levels of performance in Mathematics. Limpopo had the lowest (0,5%).

The achievement of Grade 9 learners in Language by province in 2012 is shown in **Table 4.19**.

Table 4.19: Achievement in Grade 9 Language by province in 2012

| | HOME LANGUAGE | | FAL | |
|----------|-------------------------|--|-------------------------|--|
| PROVINCE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE | AVERAGE PERCENTAGE MARK | PERCENTAGE LEARNERS ACHIEVING 50% AND MORE |
| EC | 42,6 | 36,0 | 35,0 | 20,9 |
| FS | 48,9 | 48,7 | 37,2 | 22,9 |
| GP | 50,3 | 54,1 | 40,3 | 31,0 |
| KZN | 37,7 | 28,4 | 32,3 | 17,6 |
| LP | 31,2 | 17,0 | 29,8 | 13,7 |
| MP | 40,3 | 32,8 | 37,4 | 24,8 |
| NC | 44,3 | 36,1 | 37,9 | 26,2 |
| NW | 39,3 | 29,2 | 39,1 | 27,0 |
| WC | 48,4 | 47,4 | 37,2 | 22,9 |
| National | 43,4 | 38,9 | 34,6 | 20,8 |

In Home Language Gauteng had the highest percentage (54,1%) of Grade 9 learners who achieved adequate and higher levels of performance. Limpopo had the lowest (17,0%). In First Additional Language Gauteng had the highest percentage (31,0%) of Grade 9 learners achieving adequate and higher levels of performance. Limpopo had the lowest (13,7%).

4.4 Analysis by Seven Levels of Achievement

Learner achievement was expressed in terms of the seven levels of achievement shown 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 |

The distribution of learner achievement across the achievement levels is shown in **Table 4.20** and **Figure 4.14** for Grade 3 Mathematics.

Table 4.20: Percentage of Grade 3 learners in achievement levels in Mathematics by province

| PROVINCE | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
|----------|------|------|------|------|------|-----|-----|
| NW | 44,0 | 17,9 | 14,8 | 11,9 | 6,4 | 3,2 | 1,9 |
| LP | 43,5 | 17,7 | 15,1 | 11,5 | 6,7 | 3,5 | 2,0 |
| MP | 40,6 | 18,3 | 16,2 | 12,7 | 7,1 | 3,4 | 1,7 |
| NC | 37,9 | 15,8 | 15,1 | 13,4 | 9,1 | 5,4 | 3,4 |
| EC | 31,9 | 16,6 | 16,6 | 15,4 | 10,3 | 5,9 | 3,3 |
| KZN | 29,6 | 16,3 | 16,5 | 15,7 | 10,7 | 6,7 | 4,5 |
| GP | 23,4 | 13,6 | 15,1 | 17,1 | 13,9 | 9,7 | 7,3 |
| FS | 22,9 | 16,6 | 18,7 | 18,7 | 11,9 | 7,0 | 4,3 |
| WC | 22,5 | 14,1 | 15,4 | 16,4 | 13,4 | 9,7 | 8,5 |
| National | 31,7 | 16,1 | 15,9 | 15,1 | 10,4 | 6,5 | 4,4 |

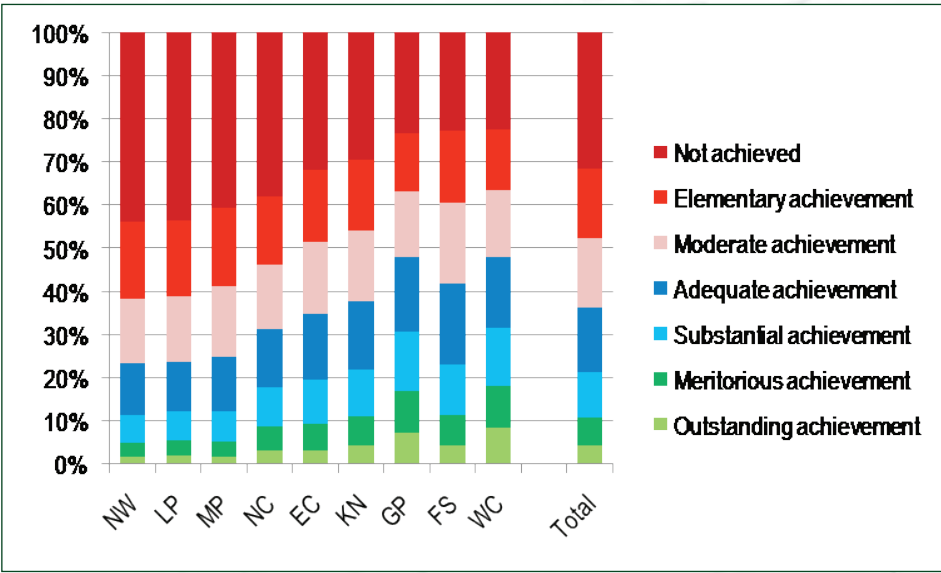


Figure 4.16: Percentage of grade 3 learners in achievement levels in Mathematics by province

About a third of the learners function at the not achieved level in Grade 3 Mathematics.

The distribution of learner achievement across achievement levels is shown in **Table 4.21** and **Figure 4.16** for Grade 3 Home Language.

Table 4.21: Percentage of Grade 3 learners in achievement levels in Home Language by province

| PROVINCE | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
|----------|------|------|------|------|------|------|------|
| NW | 26,3 | 10,2 | 17,2 | 13,3 | 16,9 | 7,9 | 8,2 |
| LP | 24,9 | 9,8 | 16,4 | 12,7 | 17,3 | 8,8 | 10,0 |
| MP | 23,7 | 10,1 | 17,3 | 13,5 | 17,7 | 8,3 | 9,5 |
| NC | 23,3 | 9,4 | 15,9 | 12,7 | 17,5 | 9,6 | 11,6 |
| EC | 19,9 | 9,7 | 17,8 | 13,6 | 18,8 | 9,7 | 10,5 |
| KZN | 17,2 | 8,2 | 15,4 | 13,0 | 20,1 | 11,8 | 14,3 |
| GP | 16,2 | 7,5 | 14,6 | 12,8 | 20,8 | 12,4 | 15,8 |
| WC | 12,6 | 6,3 | 13,7 | 13,5 | 23,8 | 14,5 | 15,6 |
| FS | 11,8 | 7,5 | 15,5 | 15,2 | 22,3 | 13,0 | 14,7 |
| National | 19,0 | 8,6 | 15,9 | 13,3 | 19,7 | 10,9 | 12,7 |

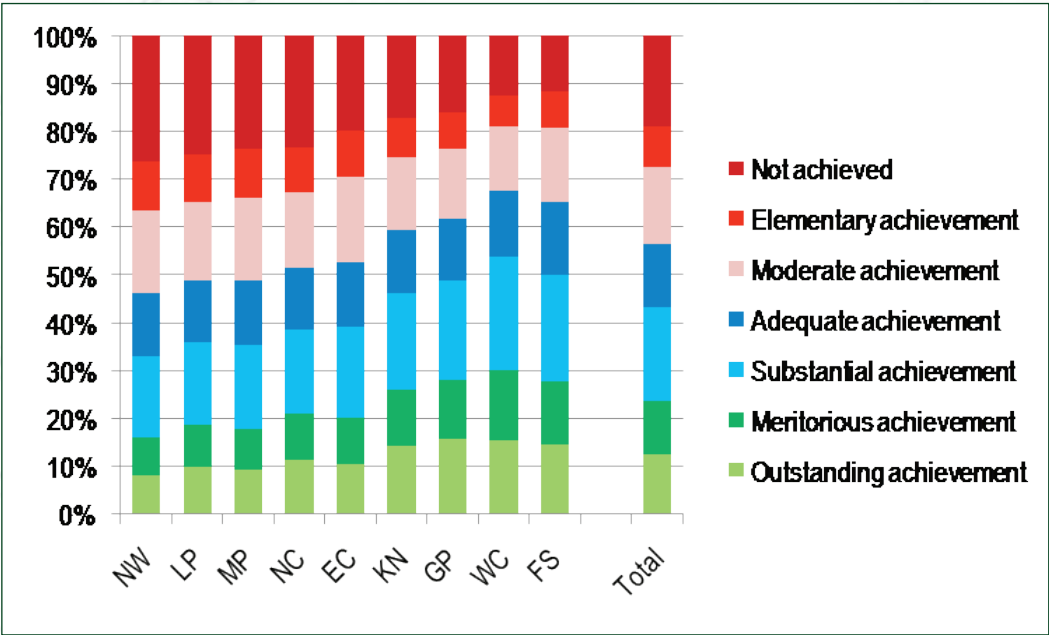


Figure 4.17: Percentage of Grade 3 learners in achievement levels in Home Language by province

About 13 percent of Grade 3 learners are in the highest category of achievement and 19 percent in the lowest.

The distribution of learner achievement across achievement levels is shown in **Table 4.22** and **Figure 4.18** for Grade 6 Mathematics.

Table 4.22: Percentage of Grade 6 learners in achievement levels in Mathematics by province

| PROVINCE | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
|----------|------|------|------|-----|-----|-----|-----|
| LP | 78,0 | 10,6 | 6,8 | 2,7 | 1,3 | 0,4 | 0,3 |
| MP | 74,6 | 12,2 | 7,5 | 3,1 | 1,6 | 0,7 | 0,4 |
| NW | 73,7 | 12,1 | 7,2 | 4,0 | 1,9 | 0,8 | 0,4 |
| NC | 73,5 | 11,3 | 7,5 | 3,6 | 2,3 | 1,0 | 0,7 |
| EC | 68,8 | 13,3 | 9,8 | 4,6 | 2,3 | 0,8 | 0,4 |
| KZN | 62,0 | 14,5 | 11,7 | 6,1 | 3,6 | 1,4 | 0,7 |
| FS | 60,7 | 16,2 | 11,4 | 5,9 | 3,4 | 1,5 | 0,9 |
| GP | 55,9 | 15,1 | 12,6 | 7,6 | 5,0 | 2,4 | 1,3 |
| WC | 54,6 | 14,5 | 11,0 | 7,6 | 6,0 | 3,6 | 2,7 |
| National | 66,0 | 13,5 | 10,0 | 5,3 | 3,2 | 1,4 | 0,8 |

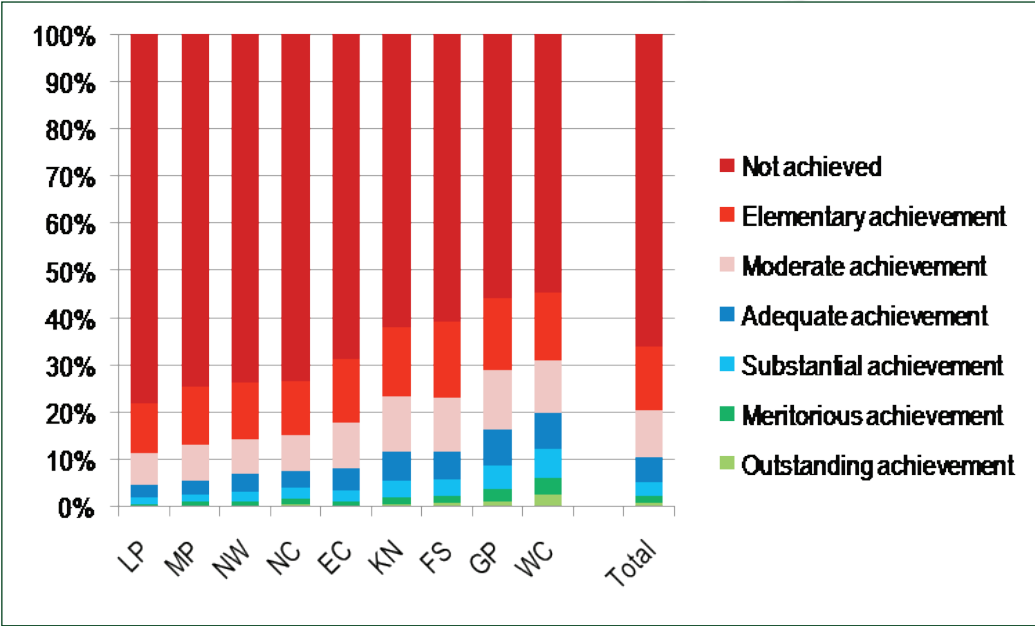


Figure 4.18: Percentage of Grade 6 learners in achievement levels in Mathematics by province

About one percent of Grade 6 learners are in the highest category of achievement and 65 percent in the lowest.

The distribution of learner achievement across achievement levels is shown in **Table 4.23** and **Figure 4.19** for Grade 6 Home Language.

Table 4.23: Percentage of Grade 6 learners in achievement levels in Home Language by province

| PROVINCE | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
|----------|------|------|------|------|------|------|-----|
| LP | 61,4 | 14,0 | 10,1 | 6,7 | 4,1 | 2,2 | 1,5 |
| MP | 50,6 | 14,2 | 12,1 | 9,3 | 6,5 | 4,2 | 3,2 |
| NW | 49,2 | 16,8 | 13,7 | 9,5 | 6,0 | 3,0 | 1,9 |
| EC | 38,1 | 17,6 | 15,0 | 11,4 | 8,2 | 5,8 | 4,0 |
| KZN | 36,4 | 14,3 | 14,3 | 11,6 | 9,6 | 7,5 | 6,3 |
| NC | 32,9 | 19,3 | 18,6 | 13,9 | 8,3 | 4,4 | 2,5 |
| GP | 20,2 | 12,4 | 15,8 | 16,5 | 14,6 | 11,8 | 8,8 |
| WC | 15,2 | 15,3 | 19,1 | 18,3 | 13,7 | 10,3 | 8,0 |
| FS | 12,7 | 12,9 | 17,6 | 19,5 | 16,8 | 11,7 | 8,9 |
| National | 31,0 | 14,7 | 15,6 | 13,9 | 10,8 | 8,0 | 6,1 |

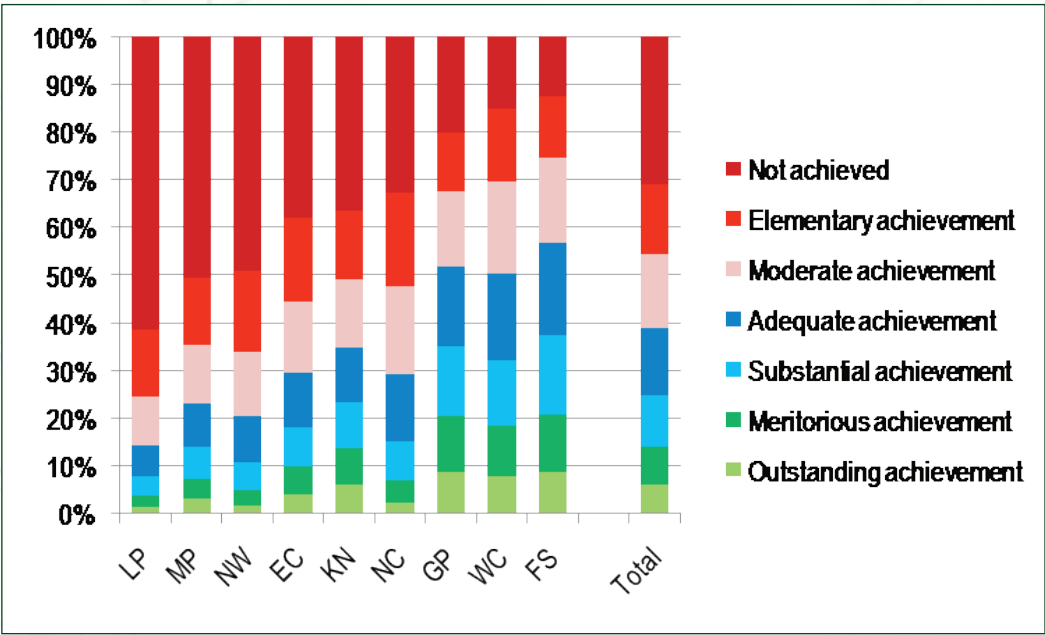


Figure 4.19: Percentage of Grade 6 learners in achievement levels in Home Language by province

About six percent of learners are in the highest category of achievement and 30 percent in the lowest.

The distribution of learner achievement across achievement levels is shown in **Table 4.24** and **Figure 4.20** for Grade 6 First Additional Language.

Table 4.24: Percentage of Grade 6 learners in achievement levels in First Additional Language by province

| PROVINCE | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
|----------|------|------|------|------|------|-----|-----|
| MP | 53,8 | 17,3 | 11,3 | 8,5 | 4,9 | 2,7 | 1,4 |
| LP | 52,8 | 17,6 | 11,4 | 7,9 | 4,9 | 3,1 | 2,3 |
| KZN | 43,5 | 19,2 | 13,8 | 10,5 | 6,6 | 3,8 | 2,6 |
| NW | 42,5 | 19,7 | 13,0 | 10,8 | 6,5 | 4,3 | 3,3 |
| NC | 41,0 | 18,8 | 14,9 | 11,5 | 6,7 | 4,4 | 2,8 |
| EC | 40,6 | 19,7 | 14,6 | 11,1 | 7,2 | 4,0 | 2,7 |
| FS | 36,2 | 22,4 | 16,6 | 11,5 | 7,3 | 3,9 | 2,2 |
| WC | 35,3 | 20,4 | 15,6 | 13,3 | 8,9 | 4,4 | 2,2 |
| GP | 30,2 | 16,0 | 14,8 | 14,4 | 11,4 | 7,6 | 5,6 |
| National | 43,2 | 18,8 | 13,7 | 10,6 | 6,9 | 4,1 | 2,8 |

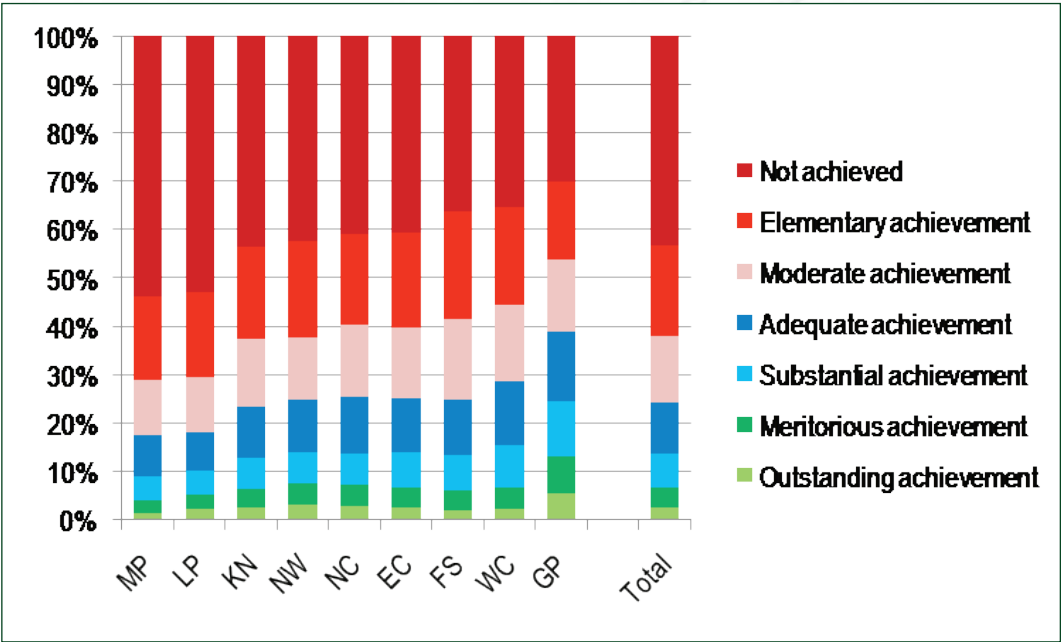


Figure 4.20: Percentage of Grade 6 learners in achievement levels in First Additional Language by province

About three percent of learners are in the highest category of achievement and 43 percent in the lowest.

The distribution of learner achievement across achievement levels is shown in **Table 4.25** and **Figure 4.21** for Grade 9 Mathematics.

Table 4.25: Percentage of grade 9 learners in achievement levels in Mathematics by province

| PROVINCE | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
|----------|------|-----|-----|-----|-----|-----|-----|
| LP | 97,9 | 1,2 | 0,5 | 0,2 | 0,1 | 0,1 | 0,0 |
| MP | 95,0 | 2,7 | 1,3 | 0,6 | 0,3 | 0,1 | 0,1 |
| NW | 94,7 | 2,7 | 1,2 | 0,7 | 0,3 | 0,2 | 0,1 |
| NC | 93,3 | 3,2 | 1,5 | 1,0 | 0,5 | 0,3 | 0,2 |
| KZN | 92,4 | 3,6 | 2,0 | 1,0 | 0,5 | 0,3 | 0,1 |
| FS | 90,6 | 4,1 | 2,3 | 1,5 | 0,9 | 0,4 | 0,3 |
| EC | 88,3 | 5,8 | 3,4 | 1,5 | 0,7 | 0,3 | 0,2 |
| GP | 88,1 | 5,3 | 3,0 | 1,7 | 1,1 | 0,6 | 0,3 |
| WC | 86,1 | 5,7 | 3,3 | 2,2 | 1,4 | 0,9 | 0,4 |
| National | 91,9 | 3,8 | 2,1 | 1,1 | 0,6 | 0,3 | 0,2 |

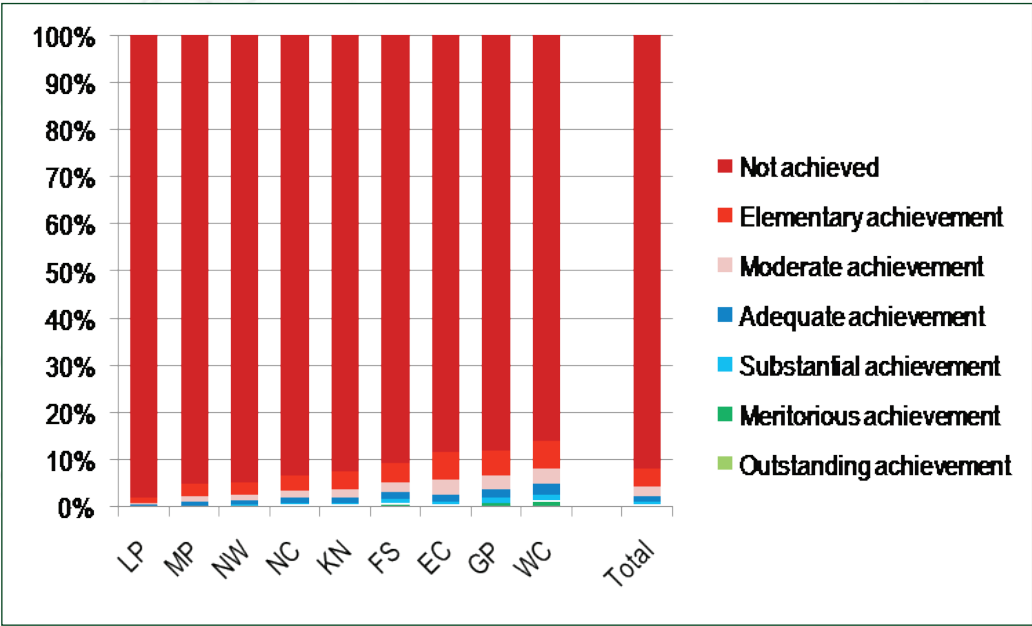


Figure 4.21: Percentage of Grade 9 learners in achievement levels in Mathematics by province

Less than one percent of Grade 9 learners are in the highest category of achievement and 92 percent in the lowest.

The distribution of learner achievement across achievement levels is shown in **Table 4.26** and **Figure 4.22** for Grade 9 Home Language.

Table 4.26: Percentage of Grade 9 learners in achievement levels in Home Language by province

| PROVINCE | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
|----------|------|------|------|------|------|------|-----|
| LP | 52,8 | 18,1 | 12,2 | 8,8 | 5,1 | 2,2 | 0,9 |
| KZN | 38,3 | 17,9 | 15,5 | 13,1 | 8,9 | 4,7 | 1,7 |
| NW | 32,4 | 20,4 | 18,1 | 14,2 | 8,5 | 4,5 | 2,1 |
| MP | 31,6 | 17,9 | 17,7 | 15,3 | 10,4 | 5,2 | 1,9 |
| EC | 25,8 | 19,1 | 19,1 | 15,9 | 11,4 | 6,6 | 2,2 |
| NC | 17,4 | 22,3 | 24,3 | 17,9 | 11,1 | 5,3 | 1,8 |
| GP | 13,3 | 13,6 | 19,0 | 20,9 | 18,1 | 10,9 | 4,3 |
| FS | 13,1 | 17,4 | 20,9 | 20,5 | 14,9 | 9,4 | 3,8 |
| WC | 10,7 | 17,8 | 24,1 | 22,5 | 15,3 | 7,1 | 2,6 |
| National | 24,7 | 17,5 | 19,0 | 17,3 | 12,4 | 6,6 | 2,5 |

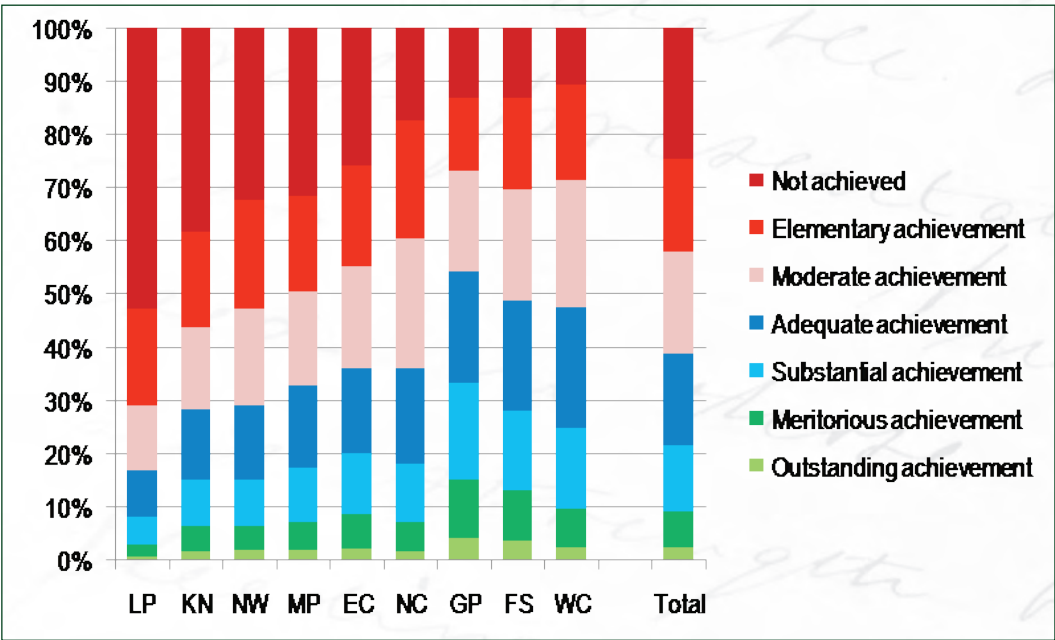


Figure 4.22: Percentage of grade 9 learners in achievement levels in Home Language by province

About three percent of learners are in the highest category of achievement and about a quarter in the lowest.

The distribution of learner achievement across achievement levels is shown in **Table 4.27** and **Figure 4.23** for Grade 9 First Additional Language.

Table 4.27: Percentage of Grade 9 learners in achievement levels in First Additional Language by province

| PROVINCE | L1 | L2 | L3 | L4 | L5 | L6 | L7 |
|----------|------|------|------|------|-----|-----|-----|
| LP | 56,0 | 18,3 | 12,0 | 7,5 | 3,9 | 1,7 | 0,7 |
| KZN | 49,3 | 19,2 | 13,9 | 9,6 | 5,2 | 2,1 | 0,7 |
| EC | 41,1 | 21,3 | 16,7 | 11,8 | 6,2 | 2,3 | 0,6 |
| MP | 34,1 | 21,4 | 19,6 | 14,4 | 7,5 | 2,4 | 0,5 |
| FS | 33,8 | 23,2 | 20,1 | 13,3 | 6,9 | 2,2 | 0,5 |
| NC | 33,5 | 21,5 | 18,9 | 15,1 | 7,8 | 2,4 | 0,9 |
| WC | 32,5 | 23,8 | 20,9 | 14,4 | 6,4 | 1,9 | 0,2 |
| NW | 29,7 | 22,3 | 21,0 | 15,3 | 8,1 | 2,9 | 0,8 |
| GP | 27,1 | 20,4 | 21,5 | 17,5 | 9,6 | 3,2 | 0,8 |
| National | 42,3 | 20,4 | 16,6 | 11,7 | 6,2 | 2,3 | 0,7 |

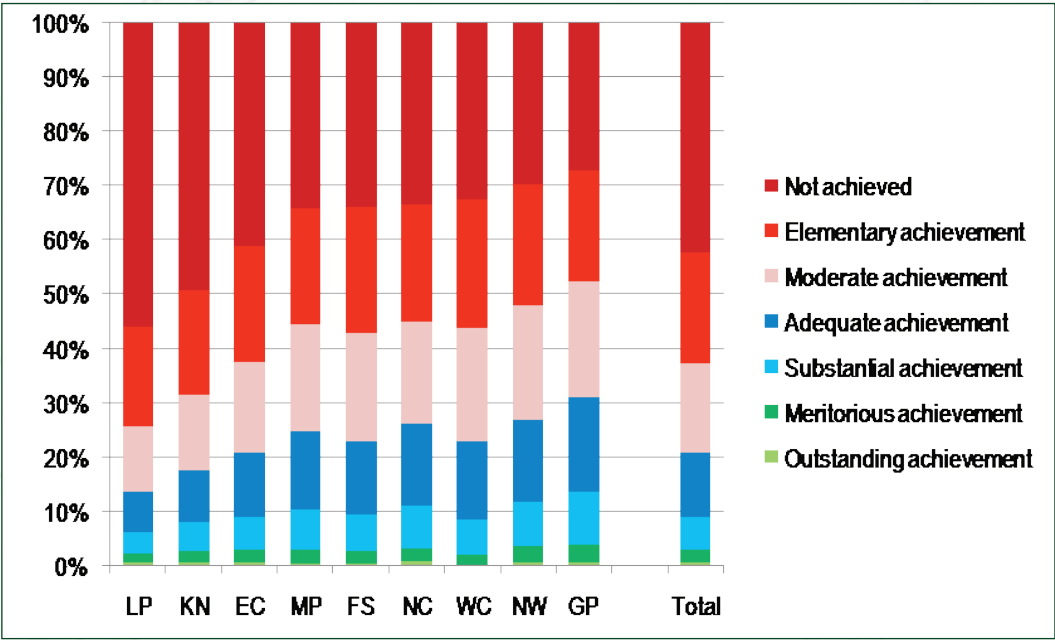


Figure 4.23: Percentage of grade 9 learners in achievement levels in First Additional Language by province

About one percent of Grade 9 learners are in the highest category of achievement and about 42 percent in the lowest.

4.5 Analysis of achievement by gender

The average percentage marks obtained by males and females are depicted in the graphs and tables below per grade and subject.

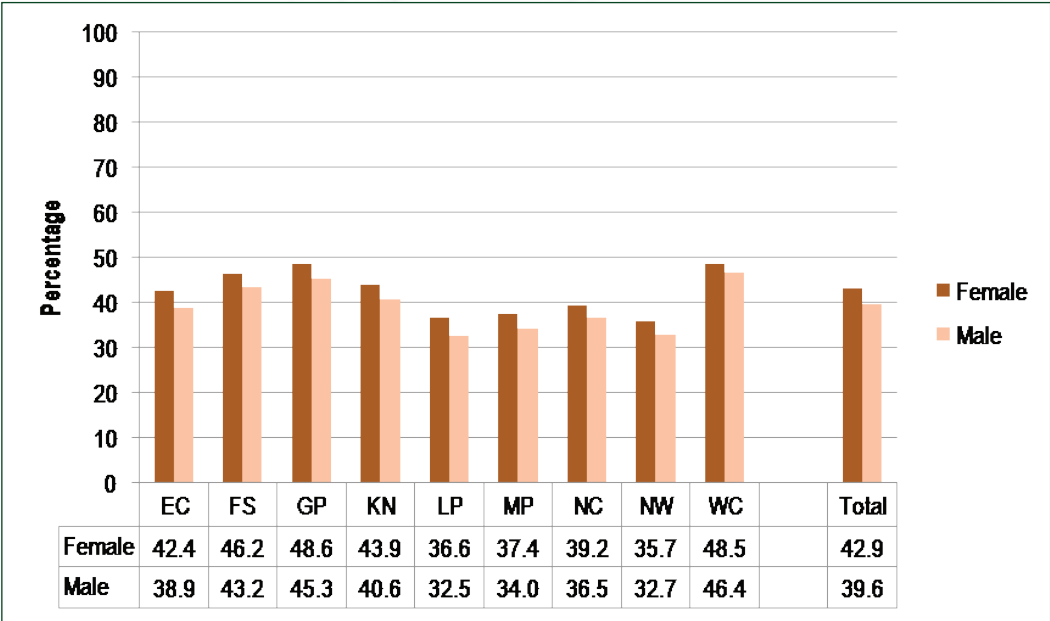


Figure 4.24: Average percentage marks in Grade 3 Mathematics by gender

Females performed better than males in all provinces.

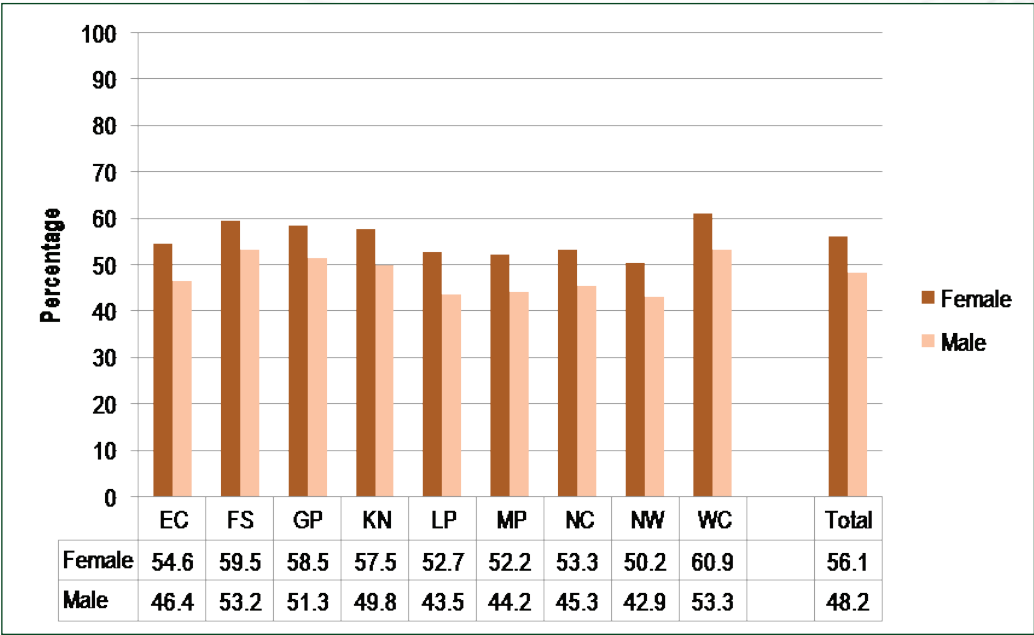


Figure 4.25: Average percentage marks in Grade 3 Home Language by gender

Females performed better than males in all provinces.

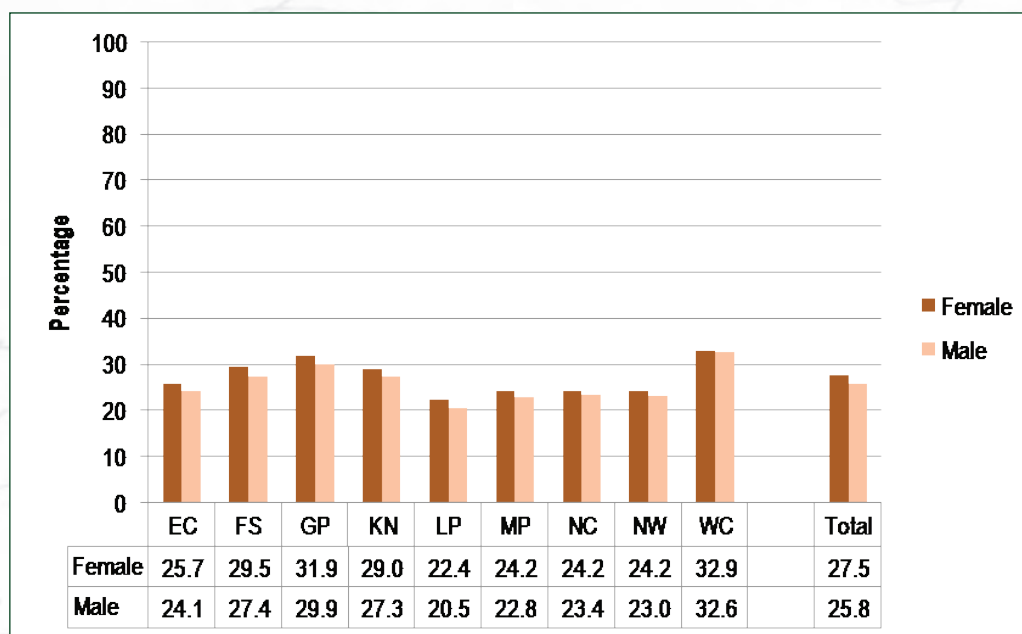


Figure 4.26: Average percentage marks in Grade 6 Mathematics by gender

Females performed better than males in all provinces.

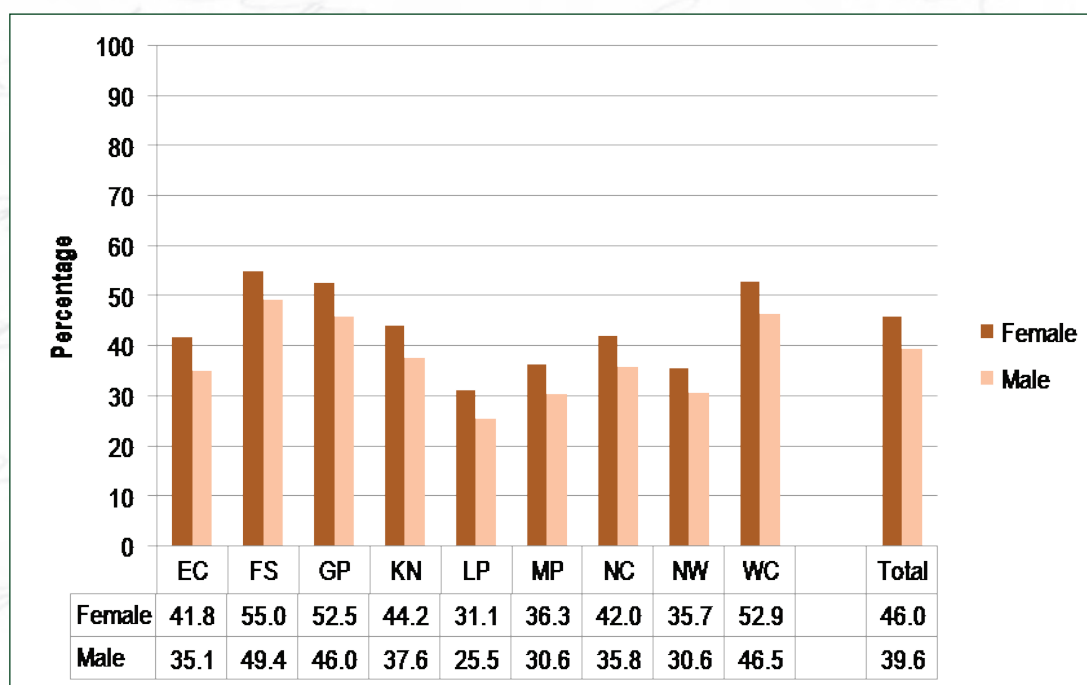


Figure 4.27: Average percentage marks in Grade 6 Home Language by gender

Females performed better than males in all provinces.

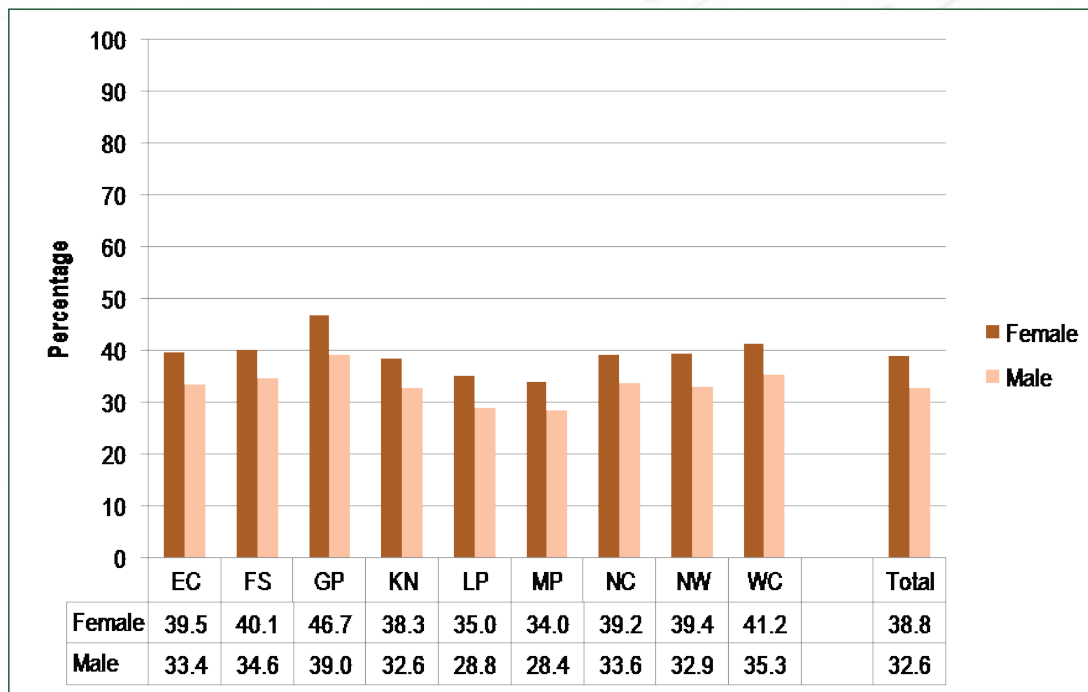


Figure 4.28: Average percentage marks in Grade 6 FAL by gender

Females performed better than males in all provinces.

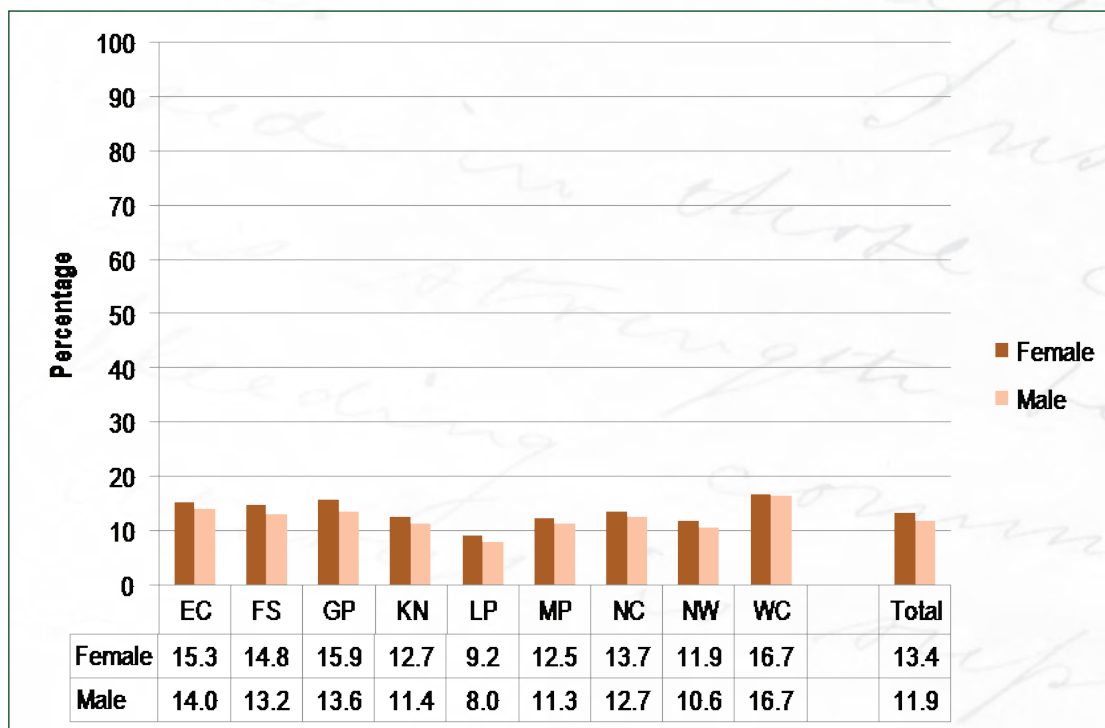


Figure 4.29: Average percentage marks in Grade 9 Mathematics by gender

Females performed better than males in all provinces.

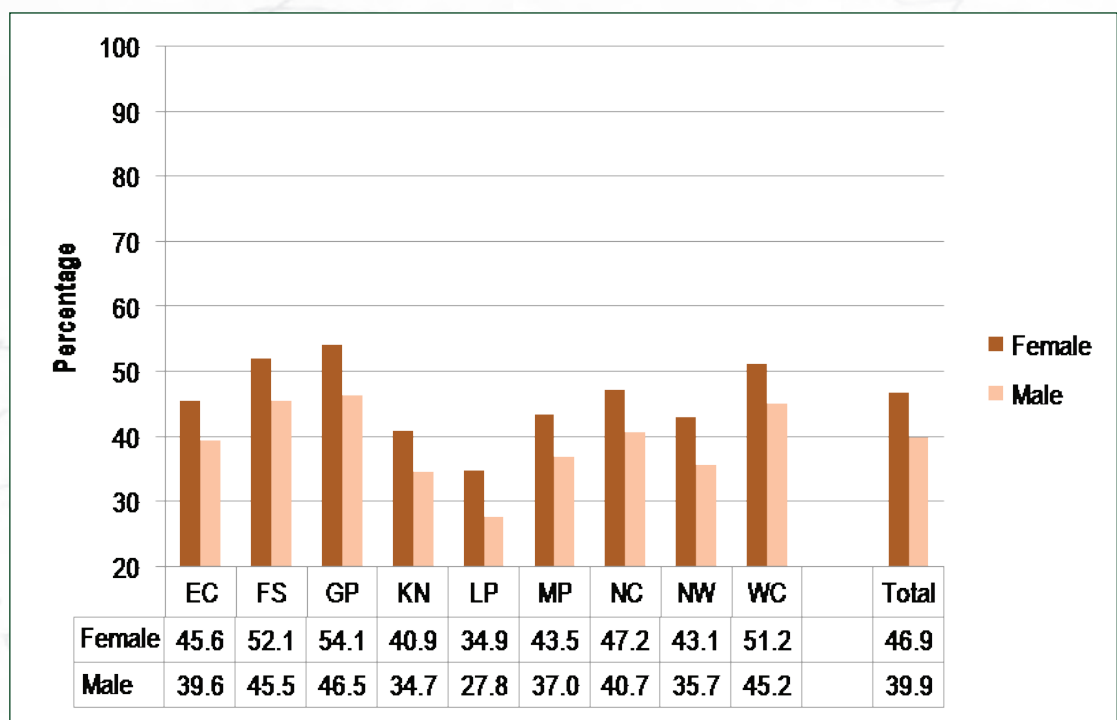


Figure 4.30: Average percentage marks in Grade 9 Home Language by gender

Females performed better than males in all provinces.

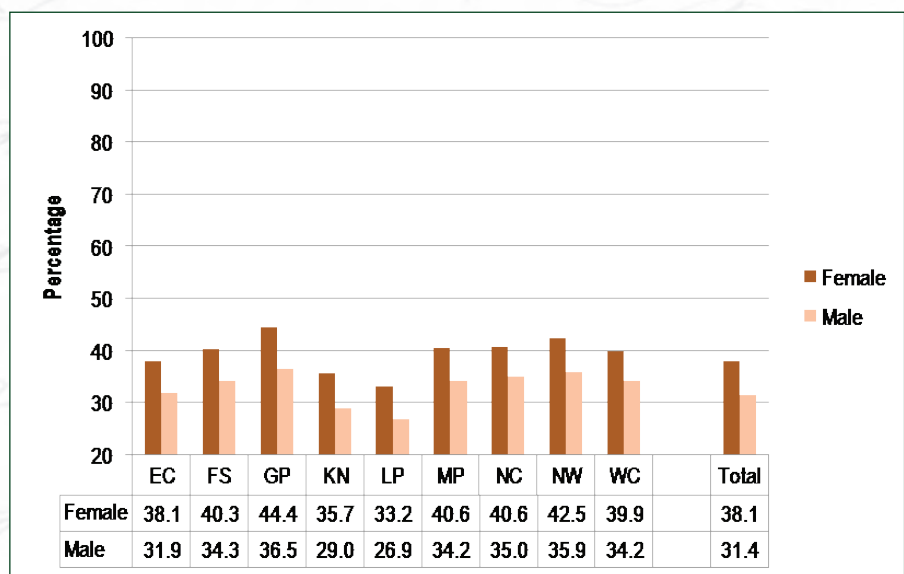


Figure 4.31: Average percentage marks in Grade 9 FAL by gender

Females performed better than males in all provinces.

4.6 Analysis by Official School Poverty Quintile

For resourcing purposes 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”. It must be noted that the quintiles are not equal in size. In particular, quintiles 4 and 5 contain considerably fewer schools than quintiles 1, 2 and 3 which are roughly similar in size.

The tables and graphs below indicate the distribution of achievement across school quintiles in the subjects for the various grades. The tables show the distribution across grades, while the graphs depict achievement in the various subjects for each of Grades 3, 6 and 9.

Table 4.28: Average percentage marks in Mathematics by grade and poverty quintile

| GRADE | QUINTILE 1 | QUINTILE 2 | QUINTILE 3 | QUINTILE 4 | QUINTILE 5 |
|-------|------------|------------|------------|------------|------------|
| 1 | 64,5 | 65,8 | 67,4 | 70,2 | 77,3 |
| 2 | 53,8 | 54,6 | 56,4 | 60,3 | 67,5 |
| 3 | 37,8 | 38,0 | 39,5 | 43,3 | 53,7 |
| 4 | 32,2 | 32,2 | 34,8 | 40,0 | 53,2 |
| 5 | 26,3 | 26,2 | 27,8 | 32,5 | 46,7 |
| 6 | 23,7 | 23,8 | 24,5 | 27,4 | 39,6 |
| 9 | 10,8 | 10,4 | 10,6 | 11,9 | 23,7 |

Table 4.29: Average percentage marks in Home Language by grade and poverty quintile

| GRADE | QUINTILE 1 | QUINTILE 2 | QUINTILE 3 | QUINTILE 4 | QUINTILE 5 |
|-------|------------|------------|------------|------------|------------|
| 1 | 53,6 | 54,4 | 56,4 | 59,5 | 70,0 |
| 2 | 51,6 | 52,6 | 54,3 | 57,7 | 66,3 |
| 3 | 49,2 | 49,6 | 50,8 | 53,1 | 61,7 |
| 4 | 25,5 | 27,3 | 31,3 | 45,4 | 62,3 |
| 5 | 24,2 | 26,1 | 30,1 | 41,9 | 57,4 |
| 6 | 28,8 | 31,0 | 34,8 | 43,9 | 57,7 |
| 9 | 31,8 | 33,9 | 38,1 | 42,6 | 53,9 |

Table 4.30: Average percentage marks in FAL by grade and poverty quintile

| GRADE | QUINTILE 1 | QUINTILE 2 | QUINTILE 3 | QUINTILE 4 | QUINTILE 5 |
|-------|------------|------------|------------|------------|------------|
| 4 | 31,5 | 31,9 | 34,5 | 38,0 | 44,7 |
| 5 | 27,4 | 27,8 | 29,8 | 33,9 | 46,8 |
| 6 | 33,0 | 33,9 | 36,3 | 39,8 | 50,2 |
| 9 | 31,3 | 32,5 | 35,6 | 38,8 | 46,5 |

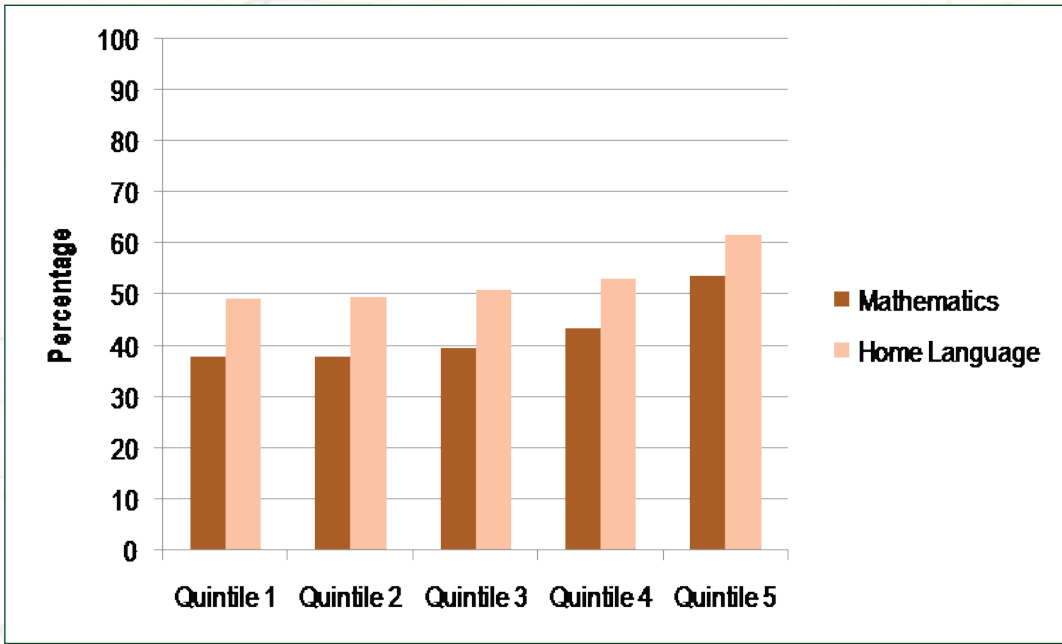


Figure 4.32: Average percentage marks in Grade 3 by subject and poverty quintile

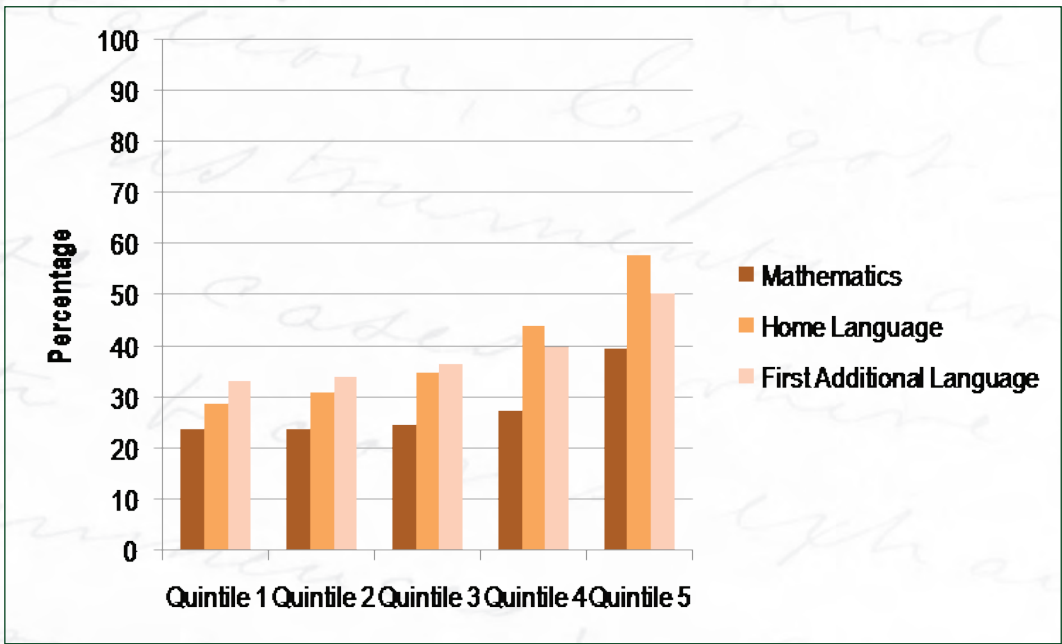


Figure 4.33: Average percentage marks in Grade 6 by subject and poverty quintile

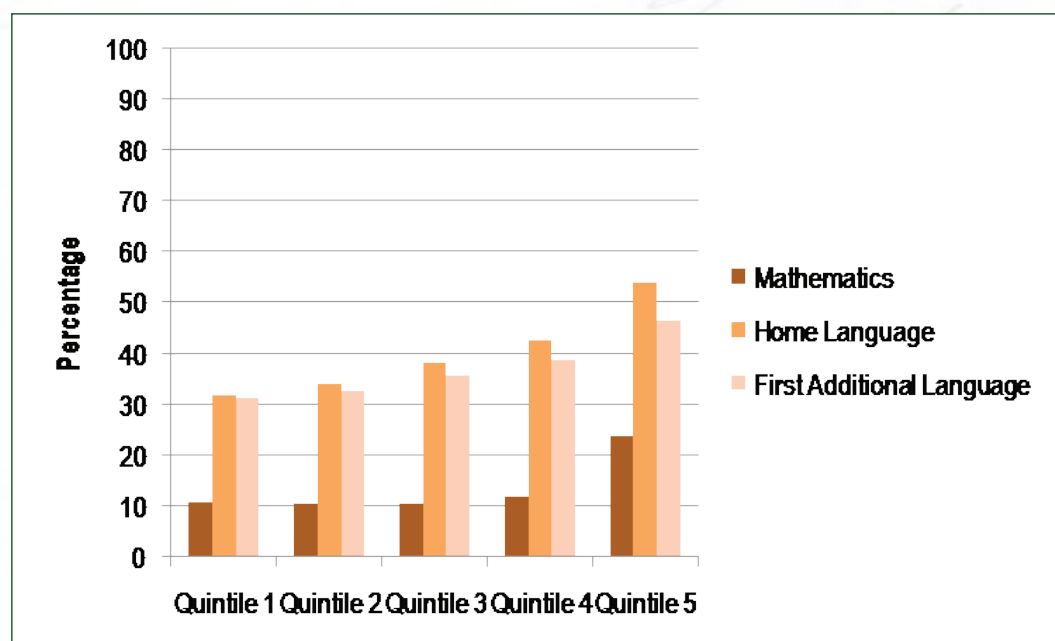


Figure 4.34: Average percentage marks in Grade 9 by subject and poverty quintile

In all grades and subjects there is a tendency for learners in higher quintile schools to achieve better than learners in lower quintile schools. The increase is more pronounced between quintiles four and five.

The interesting observation is that the socio-economic gradient is 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 4.31: Average percentage marks in home language by grade and language of learning and teaching (Grades 1-3)

| HOME LANGUAGE | GRADE 1 | GRADE 2 | GRADE 3 |
|---------------|---------|---------|---------|
| AFRIKAANS | 63,5 | 61,6 | 60,5 |
| ENGLISH | 62,4 | 58,9 | 53,9 |
| ISINDEBELE | 51,5 | 54,9 | 46,5 |
| ISIXHOSA | 54,3 | 52,3 | 49,9 |
| ISIZULU | 56,3 | 56,7 | 53,1 |
| SEPEDI | 52,5 | 51,7 | 46,6 |
| SETSWANA | 51,2 | 45,0 | 44,3 |
| SISWATI | 54,3 | 55,6 | 48,0 |
| SOTHO | 57,6 | 54,6 | 54,0 |
| TSHIVENDA | 58,8 | 56,1 | 49,4 |
| XITSONGA | 58,0 | 54,7 | 49,1 |

The following graphs are based on the table above.

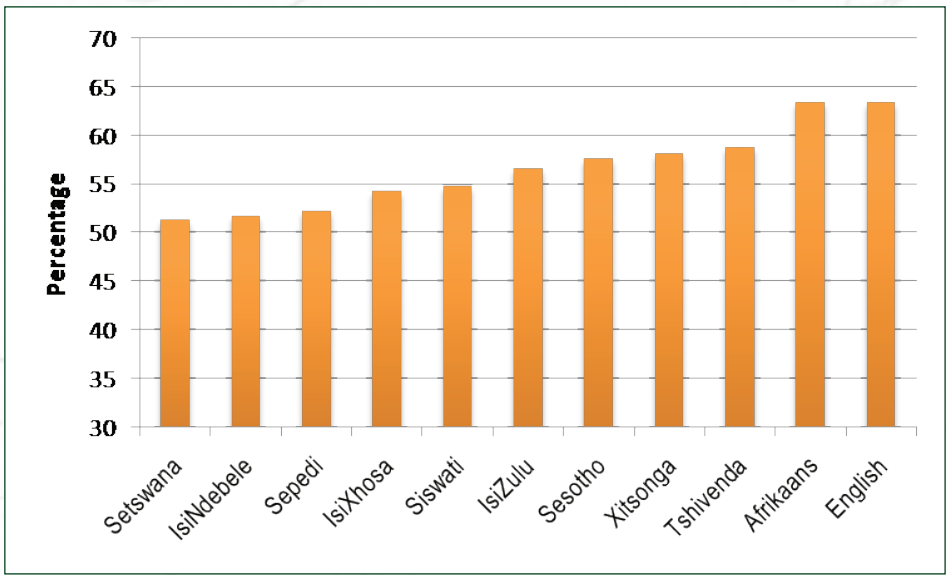


Figure 4.35: Average percentage marks in Grade 1 Home Language

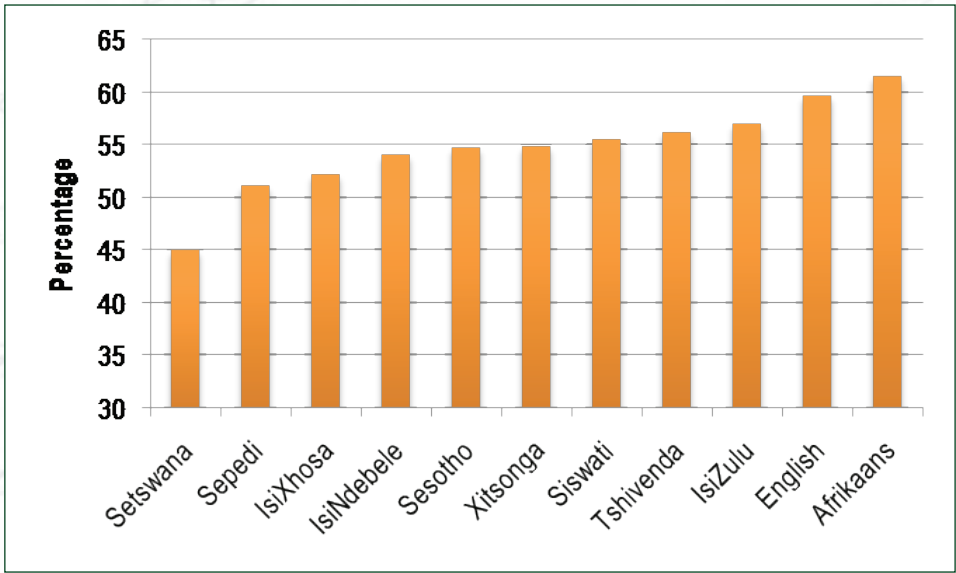


Figure 4.36: Average percentage marks in Grade 2 Home Language

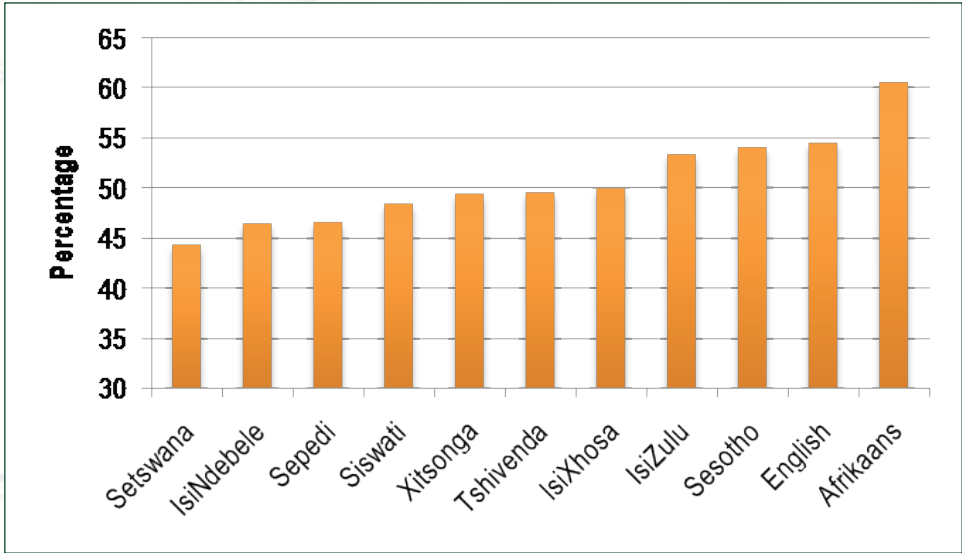


Figure 4.37: Average percentage marks in Grade 3 Home Language

In general learners in Grades 1—3 who wrote the test in Afrikaans or English performed better and learners who wrote the test in Setswana performed poorer.

Table 4.32: Average percentage marks in Home Language by grade and language of learning and teaching (Grades 4-6 & 9)

| GRADE | AFRIKAANS | ENGLISH |
|-------|-----------|---------|
| 4 | 52,3 | 39,4 |
| 5 | 48,1 | 37,1 |
| 6 | 47,9 | 41,0 |
| 9 | 48,9 | 41,5 |

Table 4.33: Average percentage marks in FAL by grade and language of learning and teaching (Grades 4-6 & 9)

| GRADE | AFRIKAANS | ENGLISH |
|-------|-----------|---------|
| 4 | 52,1 | 33,4 |
| 5 | 48,7 | 29,4 |
| 6 | 51,7 | 35,4 |
| 9 | 46,8 | 34,5 |

In Grades 4 to 6 and 9 learners with Afrikaans as language of learning and teaching preformed slightly better than learners with English as language of learning and teaching.

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 4.34: Average percentage marks for Grade 3 for districts in each province

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE |
|----------|--------------------|-------------|---------------|
| EC | | | |
| | BUTTERWORTH | 49,2 | 57,6 |
| | COFIMVABA | 43,0 | 53,9* |
| | CRADOCK | 41,1 | 50,1 |
| | DUTYWA | 40,7* | 50,6 |
| | EAST LONDON | 51,9* | 56,1 |
| | FORT BEAUFORT | 44,9 | 54,1 |
| | GRAAFF-REINET | 35,2 | 48,2 |
| | GRAHAMSTOWN | 37,8 | 48,4 |
| | KING WILLIAMS TOWN | 39,7 | 49,4 |
| | LADY FRERE | 24,0* | 51,4 |
| | LIBODE | 40,2 | 48,2 |
| | LUSIKISIKI | 37,8 | 49,0 |

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE |
|----------|----------------------|-------------|---------------|
| | MALUTI | 36,5 | 46,5 |
| | MBIZANA | 41,2 | 50,9 |
| | MT FLETCHER | 35,1 | 46,7 |
| | MT FRERE | 44,6* | 51,0 |
| | MTHATHA | 39,0 | 48,2 |
| | NGCOBO | 37,5 | 49,7 |
| | PORT ELIZABETH | 43,6 | 52,7 |
| | QUEENSTOWN | 45,0 | 53,7 |
| | QUMBU | 39,7 | 47,9 |
| | STERKSPRUIT | 32,7 | 43,9 |
| | UITENHAGE | 42,4 | 52,3 |
| FS | | | |
| | FEZILE DABI | 45,1 | 55,9 |
| | LEJWELEPUTSWA | 44,7 | 55,1 |
| | MOTHEO | 45,5 | 56,3 |
| | THABO MOFUTSANYANA | 43,6 | 57,6 |
| | XHARIEP | 44,2 | 55,6 |
| GP | | | |
| | EKURHULENI NORTH | 51,5 | 58,9 |
| | EKURHULENI SOUTH | 52,0 | 60,4 |
| | GAUTENG EAST | 49,9 | 58,1 |
| | GAUTENG NORTH | 42,5 | 54,4 |
| | GAUTENG WEST | 43,5 | 48,4 |
| | JOHANNESBURG CENTRAL | 48,2 | 55,6 |
| | JOHANNESBURG EAST | 45,8 | 54,0 |
| | JOHANNESBURG NORTH | 48,1 | 54,3 |
| | JOHANNESBURG SOUTH | 41,3 | 48,2 |
| | JOHANNESBURG WEST | 44,4 | 53,1 |
| | SEDIBENG EAST | 51,0 | 59,1 |
| | SEDIBENG WEST | 46,5 | 56,7 |
| | TSHWANE NORTH | 42,2 | 48,4 |
| | TSHWANE SOUTH | 47,4 | 57,9 |
| | TSHWANE WEST | 41,4 | 50,4 |
| KZN | | | |
| | AMAJUBA | 35,1 | 50,2 |
| | EMPANGENI | 40,1 | 52,3 |
| | ILEMBE | 46,0 | 55,7 |
| | OBONJENI | 35,4 | 50,4 |

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE |
|----------|---------------------------|-------------|---------------|
| | OTHUKELA | 39,7 | 51,9 |
| | PINETOWN | 44,0 | 55,3 |
| | PORT SHEPSTONE | 40,1 | 50,4 |
| | SISONKE | 39,2 | 48,3 |
| | UGU | 38,8 | 51,3 |
| | UMGUNGUNDLOVU | 44,2 | 54,7 |
| | UMLAZI | 48,9 | 57,8 |
| | UMZINYATHI | 46,1 | 55,0 |
| | VRYHEID | 42,7 | 54,6 |
| LP | | | |
| | CAPRICORN | 34,4 | 49,2 |
| | GREATER SEKHUKHUNE | 30,0 | 45,0 |
| | MOPANI | 36,3 | 48,4 |
| | VHEMBE | 37,4 | 50,0 |
| | WATERBERG | 33,6 | 46,1 |
| MP | | | |
| | BOHLABELA | 35,2 | 46,9 |
| | EHLANZENI | 37,1 | 48,7 |
| | GERT SIBANDE | 36,3 | 47,5 |
| | NKANGALA | 32,8* | 48,9 |
| NC | | | |
| | FRANCES BAARD | 39,3 | 49,1 |
| | JOHN TAOLO GAETSEWE | 31,0 | 44,0 |
| | NAMAKWA | 45,1 | 60,1 |
| | PIXLEY KA SEME | 35,6 | 47,8 |
| | SIYANDA | 41,4 | 51,8 |
| NW | | | |
| | BOJANALA | 36,5 | 49,3 |
| | DR KENNETH KAUNDA | 38,0 | 49,8 |
| | DR RUTH SEGOMOTSI MOMPATI | 30,4 | 41,8 |
| | NGAKA MODIRI MOLEMA | 31,1 | 43,9 |
| WC | | | |
| | CAPE WINELANDS | 45,7 | 58,2 |
| | EDEN AND CENTRAL KAROO | 43,1 | 55,1 |
| | METRO CENTRAL | 49,3 | 56,4 |
| | METRO EAST | 48,5 | 58,2 |
| | METRO NORTH | 48,9 | 58,3 |

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE |
|----------|-------------|-------------|---------------|
| | METRO SOUTH | 49,1 | 55,1 |
| | OVERBERG | 48,0 | 59,8 |
| | WEST COAST | 45,8 | 57,7 |

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

Table 4.35: Average percentage marks for Grade 6 for districts in each province

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE | FIRST ADDITIONAL LANGUAGE |
|----------|--------------------|-------------|---------------|---------------------------|
| EC | | | | |
| | BUTTERWORTH | 29,4 | 29,6 | 39,7 |
| | COFIMVABA | 25,5 | 28,5 | 36,5 |
| | CRADOCK | 23,5 | 39,8 | 37,6 |
| | DUTYWA | 25,7 | 27,2 | 32,7 |
| | EAST LONDON | 29,4 | 49,0 | 41,9 |
| | FORT BEAUFORT | 26,9 | 48,1 | 39,1 |
| | GRAAFF-REINET | 23,5 | 38,2 | 35,7 |
| | GRAHAMSTOWN | 25,4 | 39,0 | 41,9 |
| | KING WILLIAMS TOWN | 24,9 | 34,8 | 39,8 |
| | LADY FRERE | 25,5 | 32,7 | 36,5 |
| | LIBODE | 23,5 | 28,3 | 34,3 |
| | LUSIKISIKI | 23,9 | 29,3 | 33,9 |
| | MALUTI | 19,9 | 30,5 | 31,0 |
| | MBIZANA | 26,7 | 27,1 | 37,0 |
| | MT FLETCHER | 18,4 | 33,0 | 31,8 |
| | MT FRERE | 25,7 | 32,8 | 34,9 |
| | MTHATHA | 23,6 | 32,6 | 36,2 |
| | NGCOBO | 22,2 | 30,6 | 34,3 |
| | PORT ELIZABETH | 26,4 | 47,0 | 41,5 |
| | QUEENSTOWN | 23,7 | 46,9 | 35,5 |
| | QUMBU | 28,7 | 30,5 | 35,9 |
| | STERKSPRUIT | 20,3 | 28,3 | 32,5 |
| | UITENHAGE | 25,0 | 39,8 | 42,5 |

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE | FIRST ADDITIONAL LANGUAGE |
|----------|----------------------|-------------|---------------|---------------------------|
| FS | | | | |
| | FEZILE DABI | 32,3 | 52,8 | 40,6 |
| | LEJWELEPUTSWA | 28,3 | 51,7 | 36,2 |
| | MOTHEO | 27,8 | 54,1 | 36,9 |
| | THABO MOFUTSANYANA | 27,7 | 53,9 | 37,1 |
| | XHARIEP | 23,1 | 40,6 | 33,7 |
| GP | | | | |
| | EKURHULENI NORTH | 33,4 | 56,5 | 44,2 |
| | EKURHULENI SOUTH | 37,0 | 50,8 | 48,4 |
| | GAUTENG EAST | 31,8 | 46,8 | 44,8 |
| | GAUTENG NORTH | 27,2 | 41,9 | 33,3 |
| | GAUTENG WEST | 30,8 | 50,9 | 42,2 |
| | JOHANNESBURG CENTRAL | 26,9 | 48,1 | 47,8 |
| | JOHANNESBURG EAST | 31,6 | 52,8 | 40,6 |
| | JOHANNESBURG NORTH | 31,8 | 51,6 | 44,9 |
| | JOHANNESBURG SOUTH | 24,9 | 46,2 | 37,5 |
| | JOHANNESBURG WEST | 29,8 | 50,2 | 42,4 |
| | SEDIBENG EAST | 34,6 | 57,3 | 36,0 |
| | SEDIBENG WEST | 28,1 | 43,8 | 37,7 |
| | TSHWANE NORTH | 29,5 | 48,9 | 38,7 |
| | TSHWANE SOUTH | 32,4 | 48,7 | 48,1 |
| | TSHWANE WEST | 28,7 | 40,9 | 42,5 |
| KZN | | | | |
| | AMAJUBA | 24,5 | 45,9 | 33,5 |
| | EMPANGENI | 27,6 | 32,6 | 35,8 |
| | ILEMBE | 29,9 | 40,6 | 36,4 |
| | OBONJENI | 24,8 | 24,1 | 29,5 |
| | OTHUKELA | 26,0 | 42,3 | 33,6 |
| | PINETOWN | 28,2 | 44,0 | 38,2 |
| | PORT SHEPSTONE | 34,0 | 51,7 | 48,6 |
| | SISONKE | 24,7 | 27,0 | 33,7 |
| | UGU | 23,9 | 28,9 | 33,3 |
| | UMGUNGUNDLOVU | 30,7* | 41,4 | 37,5 |
| | UMLAZI | 34,1 | 49,9 | 41,5 |
| | UMZINYATHI | 31,1 | 35,2 | 36,7 |
| | VRYHEID | 27,8 | 30,6 | 35,3 |

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE | FIRST ADDITIONAL LANGUAGE |
|----------|---------------------------|-------------|---------------|---------------------------|
| LP | | | | |
| | CAPRICORN | 22,8 | 32,6 | 34,4 |
| | GREATER SEKHU-KHUNE | 17,8 | 22,7 | 28,0 |
| | MOPANI | 21,1 | 28,4 | 32,6 |
| | VHEMBE | 23,8 | 26,1 | 31,9 |
| | WATERBERG | 20,2 | 34,0 | 31,3 |
| MP | | | | |
| | BOHLABELA | 19,7 | 23,5 | 27,9 |
| | EHLANZENI | 25,0 | 38,8 | 31,7 |
| | GERT SIBANDE | 24,2 | 32,3 | 31,8 |
| | NKANGALA | 24,1 | 39,6 | 32,4 |
| NC | | | | |
| | FRANCES BAARD | 24,7 | 42,0 | 41,1 |
| | JOHN TAOLO GAETSEWE | 21,5 | 37,2 | 30,5 |
| | NAMAKWA | 31,0 | 42,0 | 47,7 |
| | PIXLEY KA SEME | 21,6 | 36,2 | 34,1 |
| | SIYANDA | 24,1 | 38,3 | 34,0 |
| NW | | | | |
| | BOJANALA | 24,4 | 36,7 | 38,7 |
| | DR KENNETH KAUNDA | 23,3 | 35,6 | 35,0 |
| | DR RUTH SEGOMOTSI MOMPATI | 21,3 | 27,2 | 32,0 |
| | NGAKA MODIRI MOLE-MA | 24,9 | 32,2 | 36,7 |
| WC | | | | |
| | CAPE WINELANDS | 29,5 | 46,1 | 33,8 |
| | EDEN AND CENTRAL KAROO | 27,9 | 42,8 | 38,6 |
| | METRO CENTRAL | 38,3 | 54,1 | 38,8 |
| | METRO EAST | 30,8 | 50,9 | 37,3 |
| | METRO NORTH | 34,3 | 52,5 | 39,8 |
| | METRO SOUTH | 35,4 | 52,5 | 40,7 |
| | OVERBERG | 33,7 | 49,2 | 38,4 |
| | WEST COAST | 31,1 | 47,2 | 37,0 |

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

Table 4.36: Average percentage marks for Grade 9 for districts in each province

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE | FIRST ADDITIONAL LANGUAGE |
|----------|--------------------|-------------|---------------|---------------------------|
| EC | | | | |
| | BUTTERWORTH | 20,2 | 35,1 | 36,3 |
| | COFIMVABA | 18,5 | 34,1 | 36,8 |
| | CRADOCK | 10,6 | 42,8 | 33,0 |
| | DUTYWA | 18,4 | 34,6 | 32,8 |
| | EAST LONDON | 13,2 | 47,7 | 35,4 |
| | FORT BEAUFORT | 10,3 | 28,8 | 31,7 |
| | GRAAFF-REINET | 11,1 | 42,4 | 36,9 |
| | GRAHAMSTOWN | 13,1 | 54,9 | 37,6 |
| | KING WILLIAMS TOWN | 11,3 | 41,8 | 35,7 |
| | LADY FRERE | 14,8 | 37,7 | 33,8 |
| | LIBODE | 16,2 | 33,2 | 33,9 |
| | LUSIKISIKI | 14,4 | 36,3 | 33,8 |
| | MALUTI | 12,7 | 32,5 | 32,9 |
| | MBIZANA | 16,8 | 32,0 | 34,9 |
| | MT FLETCHER | 11,1 | 37,4 | 30,5 |
| | MT FRERE | 17,1 | 37,2 | 35,3 |
| | MTHATHA | 14,9 | 35,9 | 35,4 |
| | NGCOBO | 14,5 | 38,4 | 33,6 |
| | PORT ELIZABETH | 14,7 | 47,4 | 38,4 |
| | QUEENSTOWN | 12,0 | 55,7 | 37,9 |
| | QUMBU | 17,4 | 23,7 | 33,7 |
| | STERKSPRUIT | 11,8 | 46,0 | 34,6 |
| | UITENHAGE | 13,2 | 43,7 | 38,0 |
| FS | | | | |
| | FEZILE DABI | 14,1 | 51,0 | 39,2 |
| | LEJWELEPUTSWA | 11,8 | 47,0 | 35,3 |
| | MOTHEO | 16,9 | 51,4 | 38,7 |
| | THABO MOFUTSANYANA | 13,4 | 46,5 | 36,7 |
| | XHARIEP | 10,6 | 41,7 | 34,1 |

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE | FIRST ADDITIONAL LANGUAGE |
|----------|----------------------|-------------|---------------|---------------------------|
| GP | | | | |
| | EKURHULENI NORTH | 16,3 | 55,1 | 41,0 |
| | EKURHULENI SOUTH | 17,2 | 49,3 | 43,6 |
| | GAUTENG EAST | 12,6 | 49,6 | 39,7 |
| | GAUTENG NORTH | 13,8 | 48,7 | 37,1 |
| | GAUTENG WEST | 15,2 | 54,6 | 40,1 |
| | JOHANNESBURG CENTRAL | 10,4 | 43,7 | 42,6 |
| | JOHANNESBURG EAST | 16,4 | 51,1 | 40,9 |
| | JOHANNESBURG NORTH | 16,2 | 50,5 | 42,9 |
| | JOHANNESBURG SOUTH | 11,0 | 46,8 | 38,4 |
| | JOHANNESBURG WEST | 14,0 | 48,9 | 38,6 |
| | SEDIBENG EAST | 17,9 | 55,1 | 39,5 |
| | SEDIBENG WEST | 11,2 | 44,4 | 40,5 |
| | TSHWANE NORTH | 13,9 | 56,3 | 38,2 |
| | TSHWANE SOUTH | 21,2 | 54,2 | 40,6 |
| | TSHWANE WEST | 12,5 | 45,7 | 38,8 |
| KZN | | | | |
| | AMAJUBA | 11,5 | 36,9 | 33,7 |
| | EMPANGENI | 10,9 | 32,1 | 31,2 |
| | ILEMBE | 12,5 | 35,4 | 31,6 |
| | OBONJENI | 9,9 | 28,3 | 28,9 |
| | OTHUKELA | 11,1 | 45,0 | 31,5 |
| | PINETOWN | 12,3 | 43,2 | 33,6 |
| | PORT SHEPSTONE | 17,0 | 39,0 | 50,4 |
| | SISONKE | 11,8 | 34,0 | 28,1 |
| | UGU | 8,7 | 31,1 | 30,8 |
| | UMGUNGUNDLOVU | 12,2 | 39,4 | 35,2 |
| | UMLAZI | 16,0 | 42,6 | 42,1 |
| | UMZINYATHI | 14,3 | 31,4 | 31,7 |
| | VRYHEID | 11,5 | 34,0 | 30,0 |
| LP | | | | |
| | CAPRICORN | 9,3 | 37,2 | 31,9 |
| | GREATER SEKHUKHUNE | 7,7 | 29,9 | 28,7 |
| | MOPANI | 8,2 | 30,1 | 29,2 |
| | VHEMBE | 8,7 | 28,5 | 29,0 |
| | WATERBERG | 8,5 | 33,3 | 29,9 |

| PROVINCE | DISTRICT | MATHEMATICS | HOME LANGUAGE | FIRST ADDITIONAL LANGUAGE |
|----------|---------------------------|-------------|---------------|---------------------------|
| MP | | | | |
| | BOHLABELA | 8,6 | 29,9 | 31,0 |
| | EHLANZENI | 12,5 | 44,8 | 39,7 |
| | GERT SIBANDE | 12,1 | 38,7 | 38,9 |
| | NKANGALA | 13,5 | 46,0 | 39,1 |
| NC | | | | |
| | FRANCES BAARD | 13,8 | 46,2 | 40,6 |
| | JOHN TAOLO GAETSEWE | 11,9 | 39,4 | 33,2 |
| | NAMAKWA | 13,3 | 43,6 | 41,3 |
| | PIXLEY KA SEME | 13,2 | 45,5 | 39,7 |
| | SIYANDA | 13,5 | 43,7 | 40,3 |
| NW | | | | |
| | BOJANALA | 11,5 | 41,6 | 41,1 |
| | DR KENNETH KAUNDA | 13,1 | 44,5 | 39,5 |
| | DR RUTH SEGOMOTSI MOMPATI | 8,9 | 34,0 | 34,2 |
| | NGAKA MODIRI MOLEMA | 11,6 | 38,2 | 40,0 |
| WC | | | | |
| | CAPE WINELANDS | 17,5 | 48,5 | 34,9 |
| | EDEN AND CENTRAL KAROO | 16,3 | 47,3 | 36,0 |
| | METRO CENTRAL | 18,2 | 48,2 | 39,0 |
| | METRO EAST | 15,0 | 49,0 | 37,6 |
| | METRO NORTH | 17,1 | 50,4 | 37,9 |
| | METRO SOUTH | 16,1 | 47,3 | 36,4 |
| | OVERBERG | 16,3 | 48,1 | 37,8 |
| | WEST COAST | 17,0 | 47,5 | 35,2 |

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 below.

Table 4.37: Average percentage marks in Mathematics by grade and school type

| GRADE | PUBLIC | INDEPENDENT |
|-------|--------|-------------|
| 3 | 41,2 | 48,1 |
| 6 | 26,7 | 37,0 |

Table 4.38: Average percentage marks in Home Language by school type for Grade 3

| GRADE | PUBLIC | INDEPENDENT |
|-------|--------|-------------|
| 3 | 52,0 | 54,8 |

Table 4.39: Average percentage marks in Language by school type for Grade 6

| GRADE | HOME LANGUAGE | | FIRST ADDITIONAL LANGUAGE | |
|-------|---------------|-------------|---------------------------|-------------|
| | PUBLIC | INDEPENDENT | PUBLIC | INDEPENDENT |
| 6 | 42,8 | 56,1 | 35,6 | 55,2 |

Independent schools achieved higher scores than public schools. However, a fair comparison between independent and public schools would need to take differences in socio-economic status into account. Moreover, participation in ANA amongst independent schools was far from universal. Consequently the sample that participated does not necessarily accurately reflect the sector as a whole.

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. Due to the varying nature of special needs among participating schools, there are variances in the provincial average percentages reflected in the table below. The average marks are represented as percentages.

Table 4.40: Average percentage marks for Grade 3 in Home Language and Mathematics in Special Schools

| | HOME LANGUAGE | MATHEMATICS |
|-----------------|------------------|------------------|
| PROVINCE | AVERAGE MARK (%) | AVERAGE MARK (%) |
| EC | 47.6 | 50.6 |
| FS | 31.6 | 16.4 |
| GP | 42.3 | 46.7 |
| KZ | 6.7 | 31.0 |
| LP | 0.0* | 14.6 |
| MP | 27.9 | 34.6 |
| NC | 33.5 | 21.7 |
| NW | 48.0 | 26.5 |
| WC | 59.1 | 30.3 |
| National | 19.6 | 32.3 |

* There were no participating learners for this subject.

In general, the national average for learners in special schools in Grade 3 was better in Mathematics than in Home Languages. In Limpopo, learners did not write the Home Language test. For the same test, in seven provinces the performance of learners was above the national average. The KwaZulu-Natal province had the highest number of learners participating in both the Home Language and Mathematics tests, but a high number of learners achieved low scores in the Home Language test.

Table 4.41: Average percentage marks for Grade 6 in Languages and Mathematics in Special Schools

| | HOME LANGUAGE | FIRST ADDITIONAL LANGUAGE | MATHEMATICS |
|-----------------|------------------|---------------------------|------------------|
| PROVINCE | AVERAGE MARK (%) | AVERAGE MARK (%) | AVERAGE MARK (%) |
| EC | 9.8 | 47.9 | 22.0 |
| FS | 0.0* | 18.7 | 5.8 |
| GP | 27.8 | 38.9 | 29.5 |
| KZ | 1.5 | 2.1 | 24.9 |
| LP | 0.0* | 6.8 | 8.8 |
| MP | 0.0 | 5.1 | 21.9 |
| NC | 17.1 | 22.0 | 5.9 |
| NW | 0.0* | 42.1 | 21.9 |
| WC | 51.5 | 35.8 | 27.0 |
| National | 8.7 | 10.3 | 23.6 |

* There were no participating learners for this subject.

As in grade 3, the national average for learners in special schools in Grade 6 performed better in Mathematics than in Home Languages. In three provinces, the Free State, Limpopo and the North West, learners did not write the Home language test but instead wrote the First Additional Language test. In Mathematics, there were notable low scores in the Free State, Limpopo and the Northern Cape while performance in six provinces ranged from 22% in the Eastern Cape to 30% in the Western Cape.

4.11 Comparison of Original Marks with Moderated Marks

A sample of Grades 3, 6 and 9 scripts were sent to marking venues in each province for centralised moderation. In the tables below, means for the marks given by the teacher and means from the moderation centres are presented.

Table 4.42: Comparison between original and moderated marks

| SUBJECT | GRADE | ORIGINAL MARK IN % | MODERATED MARK IN % | CORRELATION |
|---------------------------|-------|--------------------|---------------------|-------------|
| MATHEMATICS | 3 | 44,6 | 44,8 | 0,9561 |
| LANGUAGE | 3 | 55,8 | 53,3 | 0,9208 |
| MATHEMATICS | 6 | 28,7 | 28,4 | 0,9547 |
| HOME LANGUAGE | 6 | 43,9 | 43,4 | 0,9618 |
| FIRST ADDITIONAL LANGUAGE | 6 | 38,2 | 37,1 | 0,8977 |
| MATHEMATICS | 9 | 15,0 | 14,9 | 0,9759 |
| HOME LANGUAGE | 9 | 45,9 | 44,4 | 0,9317 |
| FIRST ADDITIONAL LANGUAGE | 9 | 36,2 | 34,8 | 0,9021 |

The average percentage marks of the moderated marks were generally only slightly lower than the average percentage of the original marks. In addition, the correlations between the two sets of marks were always in all cases higher than 0.9, an indication that marking at school level was fairly consistent and in line with the approved memoranda.

4.12 Overall Measures of Quality Assurance

Overall quality control and assurance measures that were taken to ensure that the ANA results are valid, reliable and credible includes the following:

- Developing and distributing a Test Administration Manual (TAM) that was followed by all data collectors.
- Conducting test administration orientation sessions based on the TAM for core groups of provincial and district officials and ensuring the cascade training of all school principals as chief invigilators in their respective schools.
- Appointing part-time monitors who were retired teachers/officials and experienced in assessment. The part-time monitors together with members of senior management from DBE were orientated to monitor and to reinforce teams of both the DBE and PED monitors deployed to monitor test administration in schools that were in the sample for ANA verification.
- Monitoring the quality of marking and moderation in schools by re-marking a sample of Grades 3, 6 and 9 scripts from all the schools that participated in ANA 2012.

4.13 Limitations of the Study

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 assessment standards that could be assessed. Even though the test frameworks identified important aspects of the curriculum to be included in the test, not every desirable amount of work could be included without risking learner fatigue.

Both the NCS and CAPS assume that knowledge is cumulative and that the curricula of later grades scaffold on the curricula of earlier grades. The tests were directed at specific grades, and all the questions in the tests assessed some aspect of the curriculum for that grade. Consequently, there was no deliberate attempt to include questions to assess the degree to which the assessment standards of earlier grades had been achieved. For learners in the “Not Achieved” category, the tests did indicate what they could not do, but the tests were not designed to show the Grade level at which such learners were actually able to function.

For learners in Grades 1 to 3, only HL was assessed for all learners. Therefore, all learners in a grade (Grades 1–3) took equivalent forms of the Language test because the same Language test was versioned into all the eleven South African official languages that can be used for teaching and learning in schools. Learners in Grades 4–6 and Grade 9 took the Language test at either HL or FAL level. Because the tests were pitched at different levels, no equivalence should be assumed and, therefore, any comparisons should be done with extreme caution.

Some of the specific limitations that need to be borne in mind relate to making comparisons between the results of ANA 2012 and the results of the previous ANA, ANA 2011. Therefore the comparisons of assessments reflected in this report must be viewed with caution. The limitations relate to the following:

- The design and methodologies used in ANA are still at infancy stage. Generally it takes time for these to stabilise.
- The different times of testings would have impacted on learner performance. In 2011, the tests were administered in February, while in 2012, testing was done in September.
- The scope of work tested in 2011 covered a full year’s work, while in 2012, only work covered in the first three quarters of the year was tested.

Notwithstanding the above, the results of 2012 and the comparisons, where applicable provide critical and useful information for monitoring the levels and quality of learning outcomes in basic education.

5. CONCLUSION

The processes and findings of ANA 2012 have presented valuable lessons to inform the sharpening of the strategies of the Education Sector towards improving the quality of basic education. Not only does the availability of empirical information on the state of basic education provide a solid platform for planning improvement strategies, but the successful completion of the assessment also attests to the robustness of existing administrative systems shared by the DBE and the PEDs for executing national operations of the magnitude of ANA 2012.

In terms of key processes that characterised the conduct of ANA 2012, the key role of integrated cooperation among the DBE, provinces, districts and schools ensured the unparalleled success in managing an operation that involved in excess of 7 million learners in more than 24 000 schools. There was evidence of preparedness for the assessment, both in terms of support given to children by parents and tuition in the schools.

Key findings from the assessment included observations that, while learner achievement in both Language and Mathematics at the foundation phase was largely of adequate quality and level, learner achievement at the intermediate phase in general and in Grade 9 Mathematics in particular, showed wide-ranging deficiencies in basic knowledge and competencies. For instance, at national level, significantly more than half of the Grade 3 learner population achieved adequate to outstanding levels of performance in Language, a proportion fairly close to the 60% target set for 2014. The percentage of Grade 3 learners achieving the same levels of performance in Mathematics was just above a third of the population.

At Grade 6 level, approximately two out of every five learners demonstrated adequate to outstanding achievements in Language, provided teaching and learning occurred in their “home language”. Where the language of learning and teaching was different from the “home language”, only one out of every five Grade 6 learners reached the same level of performance. Achievement of Grade 6 learners in Mathematics was much lower, with only one out of every ten learners achieving adequate and higher levels of performance.

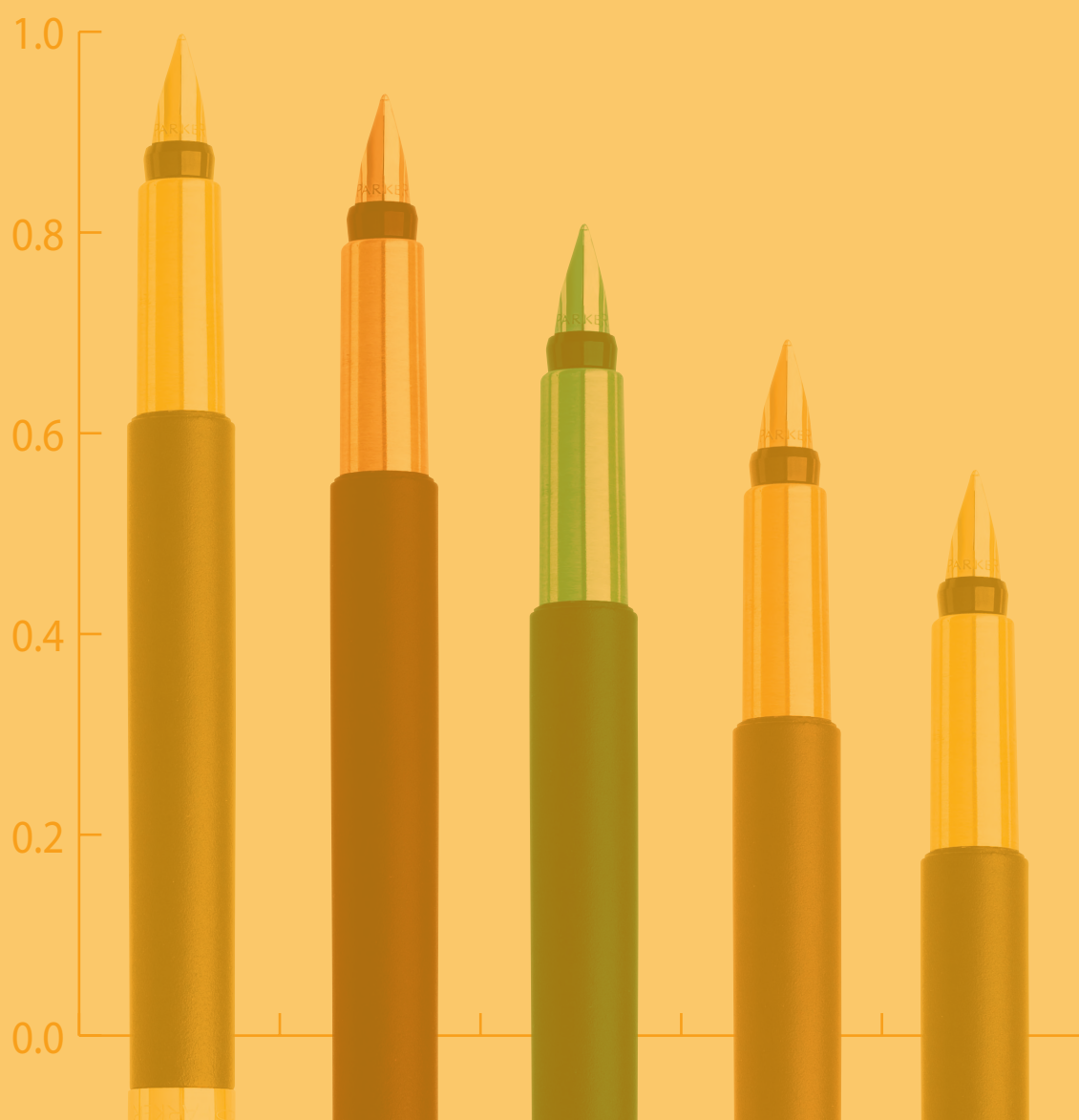
ANA 2012 established important national baseline performance at Grade 9 level. In both Language and Mathematics, Grade 9 learners demonstrated a fairly limited repertoire of necessary basic skills and knowledge, a signal warranting particular attention, given that this is a critical transition grade into the Further Education and Training Band of the school system. With the vital empirical knowledge of the extent of the challenge, all levels of the education system will be better prepared to develop appropriate intervention programmes to turn the situation around at the senior phase.

The results confirm that a number of factors are at play in the education system. These include generally known, but perhaps less often quantified socio-economic, demographic and historical realities of South Africa. For instance, the negative impact of poverty was clearly borne out by emerging patterns of performance across the quintiles. Learners in schools in the lower poverty quintiles consistently achieved much lower learning outcomes than their counterparts in the higher quintile schools. Congruent to poverty differentials in performance were also patterns of performance, which reflected relatively lower achievement in predominantly rural and historically disadvantaged provinces.

It is evident from the results that the current strategies of the DBE that focus on, inter alia, an integrated Language and Mathematics strategy, provision of workbooks to promote regular written work, strengthening the implementation of Early Childhood Development programmes, with a focus on the poor sectors of the population, need to be both consolidated and accelerated. The observed increases in learner scores at Grades 3 and 6, particularly in Language, between 2011 and 2012 indicate that the system could be responding to some of the interventions that the Department has put in place, although causal effects may not be conclusively inferred from this evidence alone.

NOTES

NOTES



ISBN: 978-1-4315-1559-2

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