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ANNUAL NATIONAL ASSESSMENT (ANA)

INTRODUCTION

The Annual National Assessment (ANA) is a critical measure for monitoring progress in learner achievement as outlined in the Education Sector Plan: Action Plan to 2014: Towards the Realisation of Schooling 2015. As a monitoring tool ANA is in the third year of implementation and as a result there is much that needs to be done in terms of strengthening the reliability and validity of the data emanating from the ANA. 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 ANA was written by almost 7 million learners from 24 000 schools on 10 – 13 September 2013 across all 9 provinces.

ANA has provided the Department of Basic Education with a better understanding of the impact we are making as a system towards our targeted interventions in improving Mathematics and Language levels of learners outlined in the Education Sector Plan: Action Plan to 2014. Through ANA we are able to establish critical information on learner performance in Grades 1 to 6 and Grade 9 in public schools, including special schools and state funded independent primary schools in South Africa.

Through annual assessment programme the department remain committed to improve the quality of basic education, with particular focus on the critical and non-negotiable outputs and activities. The key outputs are to ensure high quality of teaching and learning, improved language and Mathematics at schools, better National Senior Certificate examination performance as well as expanding early childhood development.

THE POLICY CONTEXT

The key thrust and long-term focus of the Education Sector Plan, hereafter referred to as the *Action Plan*, is to improve the quality of basic education. The *Action Plan* is an expression of the Education Sector's conviction that a high-level statement of long-term strategy helps to guide planners in various institutions, such as PEDs, companies running partnerships with Government, teacher unions and relevant faculties of education at universities. The document outlines clear and measurable outcomes that the Education Sector has identified within the priorities of Government.

In particular, the improvement of the quality of basic education has been identified as the top priority of Government on which the DBE has to deliver. In this regard the Minister of Basic Education signed a Delivery Agreement with the President of the Republic of South Africa to meet the obligation of establishing basic education of a high quality.

Within this context, ANA is a critical measure for monitoring progress in achieving set targets in terms of learner achievement.

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

EXPOSING TEACHERS TO BEST PRACTICES IN ASSESSMENT

Where the Provincial department has implemented province-wide standardised assessments, this has been found to change teacher practices for the better. 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

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 to which they send their children perform. If the results in the school are below what they 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.

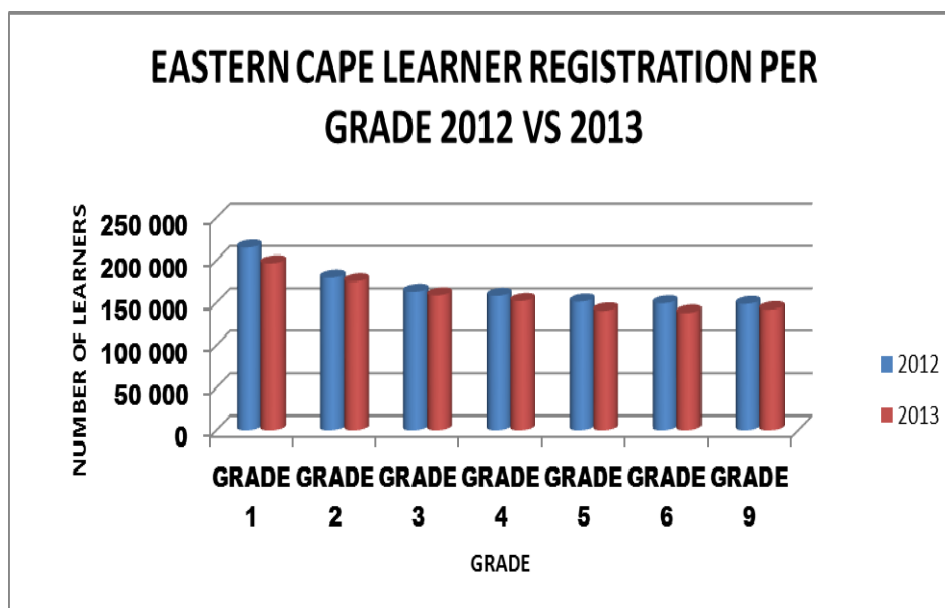
NATIONAL STATISTICS

REGISTRATIONS OF LEARNERS

SA-SAMS, CEMIS, and fresh capture were used to obtain the learner information. Registration data was eventually uploaded on the GET Mainframe system. Preliminary Registration Schedules were sent to schools for verification. Provincial Education Departments captured the corrections on the registration.

The total number of learners registered for ANA in 2013 was 6 997 602 compared to 7 229 006 in 2012. The number of learners in Grade 1 was the largest: 1 190 280 in 2013. A total of 48% of registered learners were female and 52% were male learners. There were 23 662 public schools and 793 independent schools that registered learners for ANA 2013.

LEARNER REGISTRATION 2012 VS 2013 IN EASTERN CAPE								
YEAR	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 9	TOTAL
2012	215 321	179 411	163 194	158 399	151 580	149 519	148 828	1 166 252
2013	196 693	175 141	158 983	152 147	140 876	138 241	142 387	1 104 468



Number of Learners Registered Per Province and Per Grade for ANA in 2013

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

Number of Independent schools

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

Number of learners in Independent schools

EASTERN CAPE: LEARNERS REGISTERED IN INDEPENDENT SCHOOLS			
GRADE 3	GRADE 6	GRADE 9	TOTAL
5885	3604	3585	13074

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

Participation of Special schools in ANA in 2013

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

TEST DEVELOPMENT

Panels of teachers and subject specialists developed the tests for Language and Mathematics. Quality assurance processes included: review of tests by a panel of moderators, a pilot study and review of tests by external experts (Advisory Committee). Tests were adapted for learners with barriers to learning which included the blind and deaf. Tests were printed, packed and distributed to schools from a central location.

TEST ADMINISTRATION

Testing took place on 10-13 September 2013, based on a common time-table. 92 sets of tests were administered on approximately 7 million learners in Grades 1-6 & 9 in public and independent schools. Testing was managed by SMTs, monitored by districts, provinces and the DBE. In a sample of more than 2 000 schools an independent agent, monitored the writing of tests. Writing of tests in participating independent schools was managed by district officials. Reports indicated a successful testing process.

MARKING & MODERATION

DBE hosted a national marking guideline discussion for Grades, 3, 6 and 9, where all alternative responses were considered. Teachers marked the at school level under the supervision of the SMT, using the common national marking guideline. Re-marking of a sample of scripts was done for Grades 3, 6 & 9 at the provincial level to verify marking done by teachers. Re-marking conducted at 24 centres across the country. Re-marks correlated well with teacher marks (correlation between 0,89 and 0,96).

SUBJECT	GRADE	CORRELATION
MATHEMATICS	3	0.93
LANGUAGE	3	0.93
MATHEMATICS	6	0.93
HOME LANGUAGE	6	0.92
FIRST ADDITIONAL LANGUAGE	6	0.89
MATHEMATICS	9	0.96
HOME LANGUAGE	9	0.91
FIRST ADDITIONAL LANGUAGE	9	0.90

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

MARKS CAPTURED PER PROVINCE

Province	Expected	Maths	Language
EC	1 104 468	723,440	714,506
FS	407 962	320,540	323,151
GT	1 123 695	967,251	982,499
KZ	1 544 484	1,234,718	1,236,213
LP	952 472	690,630	688,050
MP	586 339	466,674	470,597
NC	178 629	138,121	137,971
NW	490 052	407,109	409,165
WC	609 501	574,300	576,223
National	6 997 602	5,522,783	5,538,375

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

Percentage of marks captured per Grade

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

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

ANA VERIFICATION

For a sample of approximately 125 schools per province an independent agent:-

- Monitored testing administration.
- Marked the test independently.
- Captured and processed the marks
- Reported the results

Verified results per province agreed closely with marks received directly from schools.

CREDIBILITY MEASURES - ANA 2013

For Grades 3, 6 and 9, random samples of scripts from each school were re-marked (moderated) by appointed specialist teachers. ANA administration was monitored at more than 2000 schools by independent field workers. These tests were independently marked and processed. Verification results in terms of mean scores are not significantly different from mean scores of learners from the whole population.

LIMITATIONS OF ANA 2013

ANA is an evolving system and therefore there is much to be done in improving its reliability and validity. ANA attempts to address two significantly different purposes and, therefore, this may limit the extent and comprehensiveness to which each purpose is fully served. Test items were exposed and therefore different test items were designed in each of these three years. ANA was administered in the third quarter and therefore it was based on selected coverage of the curriculum.

Targets of percentage of learners for 2011-2014

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

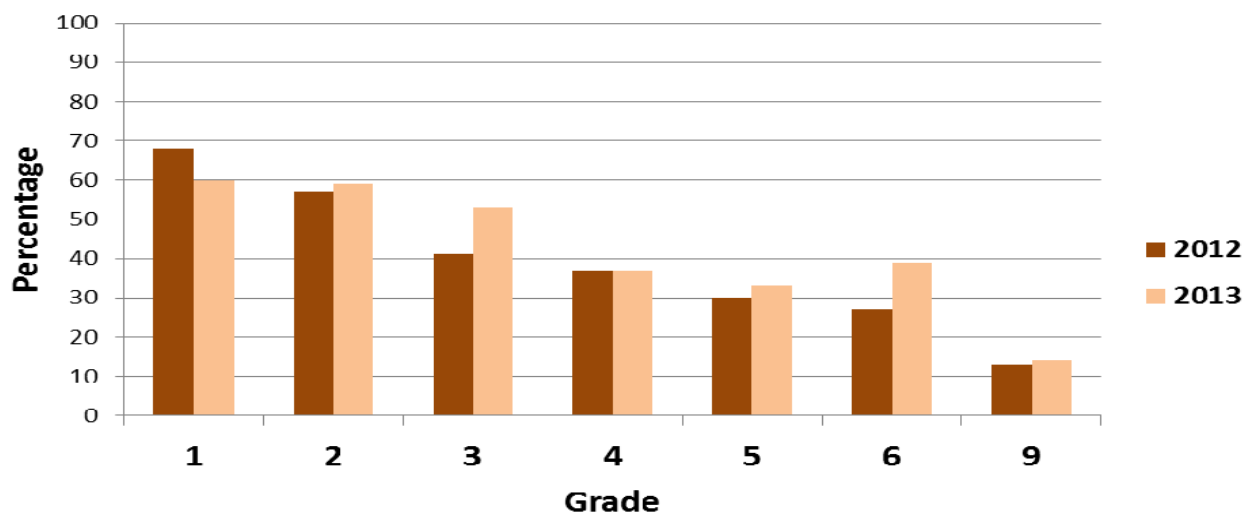
The overarching goal, as per the injunction of the President of the Republic of South Africa in the State of the Nation Address in 2010, is that by 2014, at least 60% of learners in Grade 3, 6 and 9 should achieve acceptable levels of competency in Mathematics and Language.

NATIONAL RESULTS

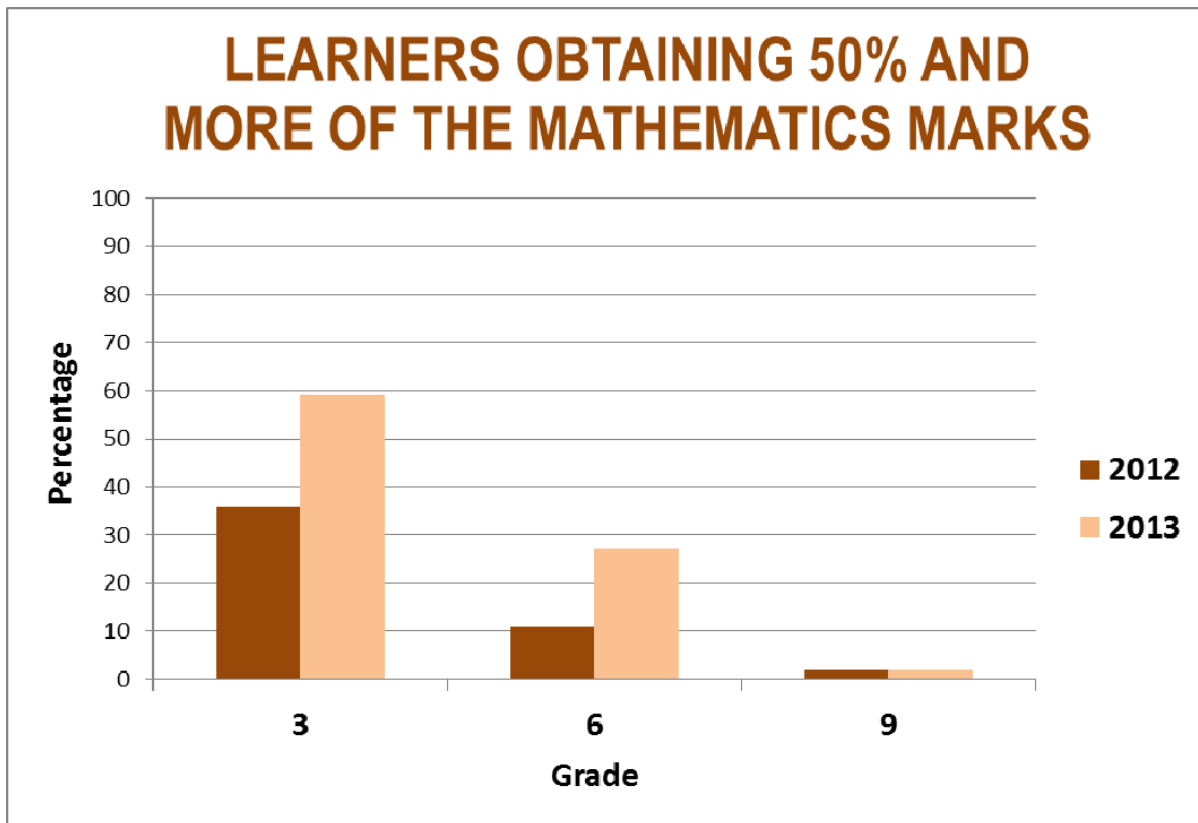
MATHEMATICS – NATIONAL RESULTS

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

NATIONAL AVERAGE PERCENTAGE MARKS FOR MATHEMATICS IN 2012 AND 2013



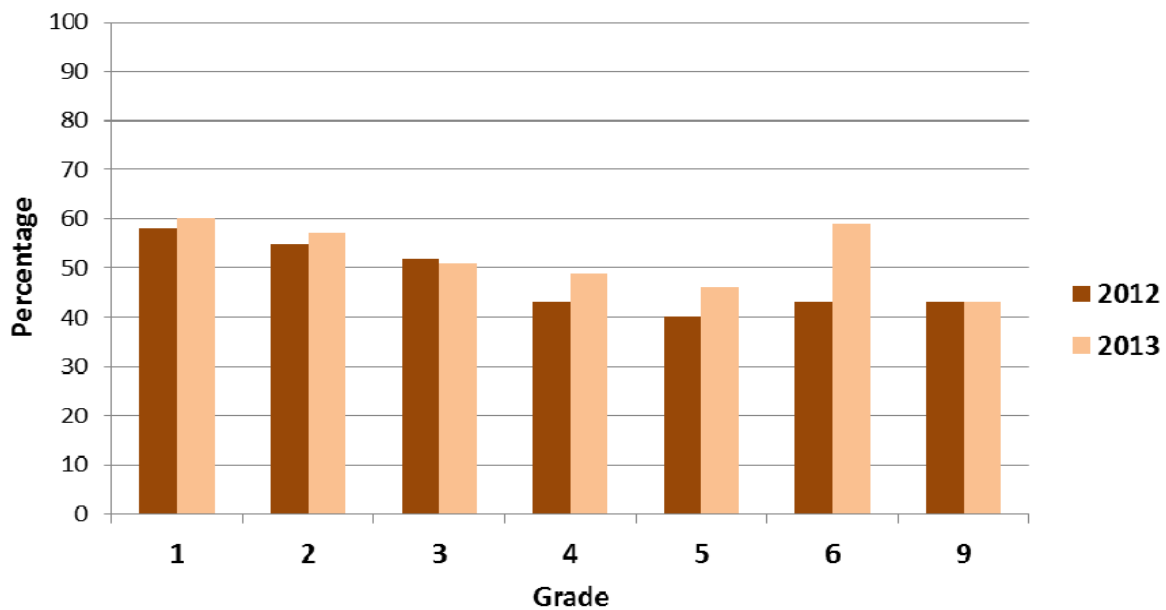
In most grades, the average performance of learners in Mathematics remained similar to the previous year. Performance increased considerably in Grades 3 and 6. Only in Grade 1 a slight decrease in achievement was observed.



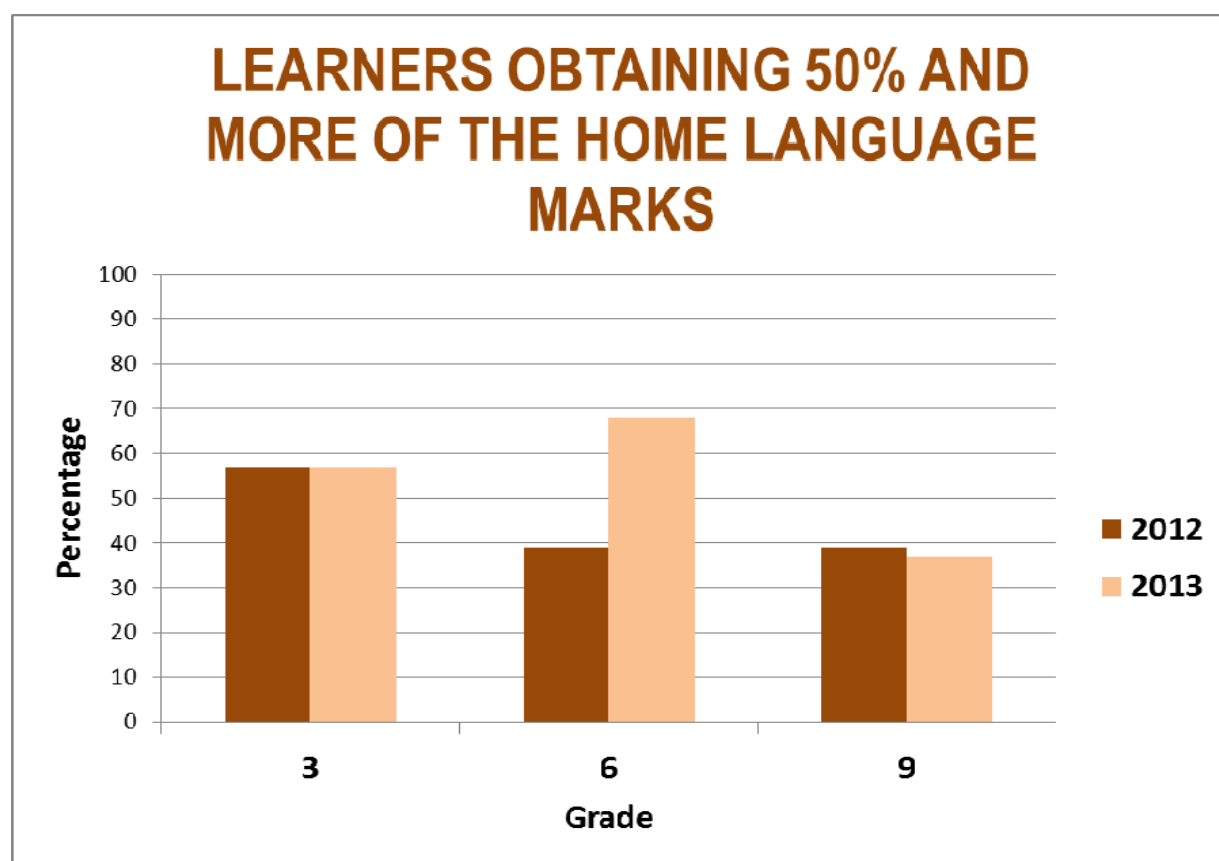
HOME LANGUAGE – NATIONAL RESULTS

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

NATIONAL AVERAGE PERCENTAGE MARKS FOR HOME LANGUAGE IN 2012 AND 2013



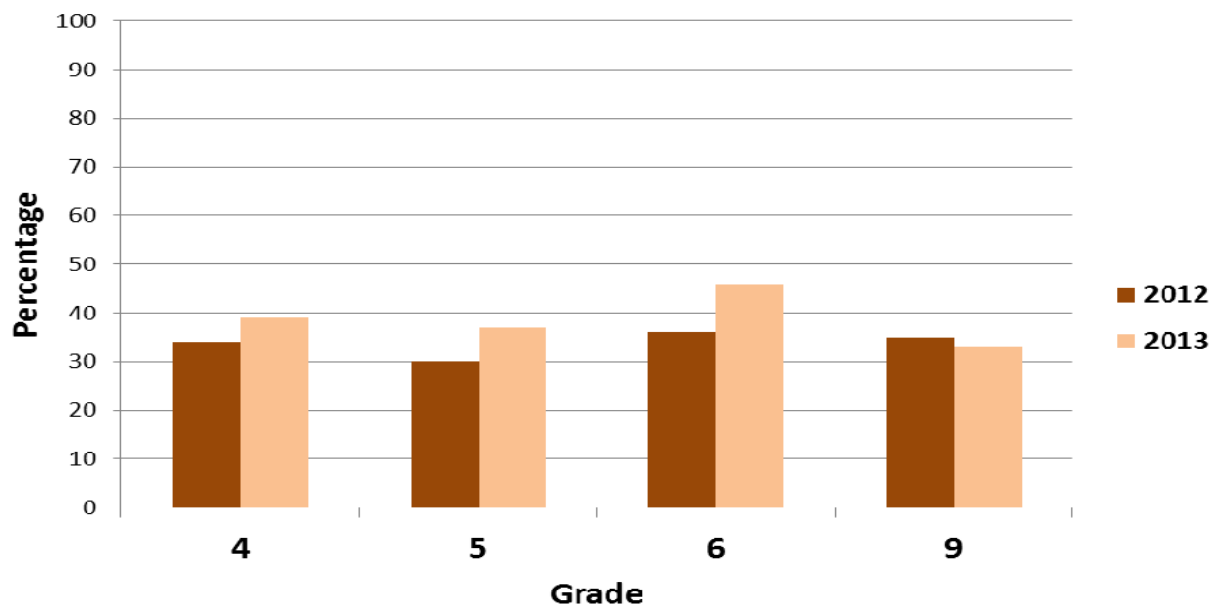
Home Language marks did not vary much across years, except for Grade 6 in which a large increase was observed from 43% to 59% in 2013.



FIRST ADDITIONAL LANGUAGE – NATIONAL RESULTS

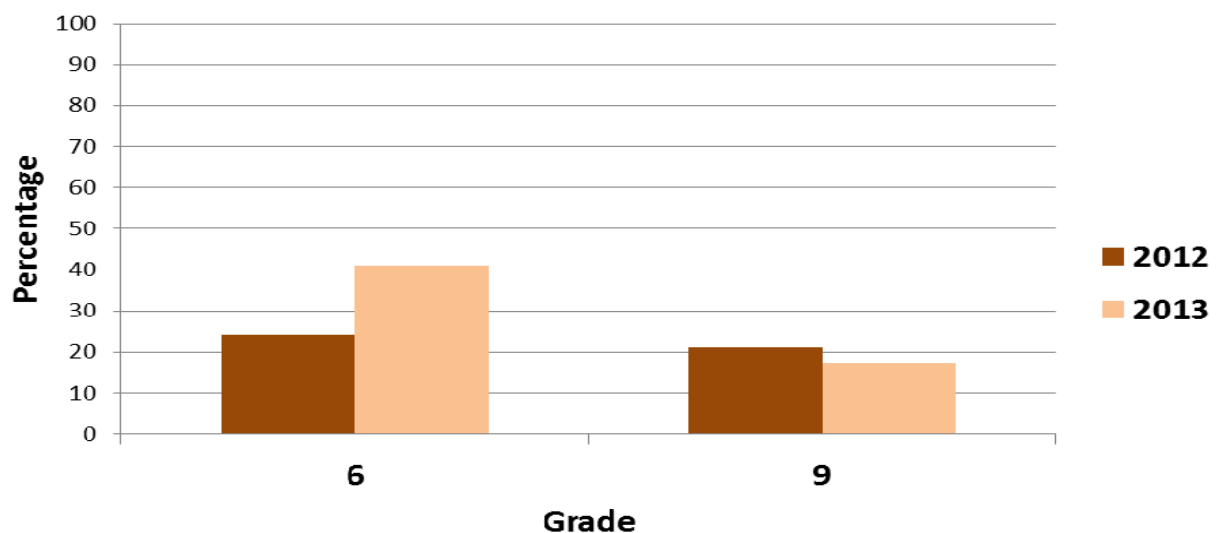
GRADE	AVERAGE PERCENTAGE MARK – FIRST ADDITIONAL LANGUAGE	
	2012	2013
4	34	39
5	30	37
6	36	46
9	35	33

AVERAGE PERCENTAGE MARKS IN FIRST ADDITIONAL LANGUAGE



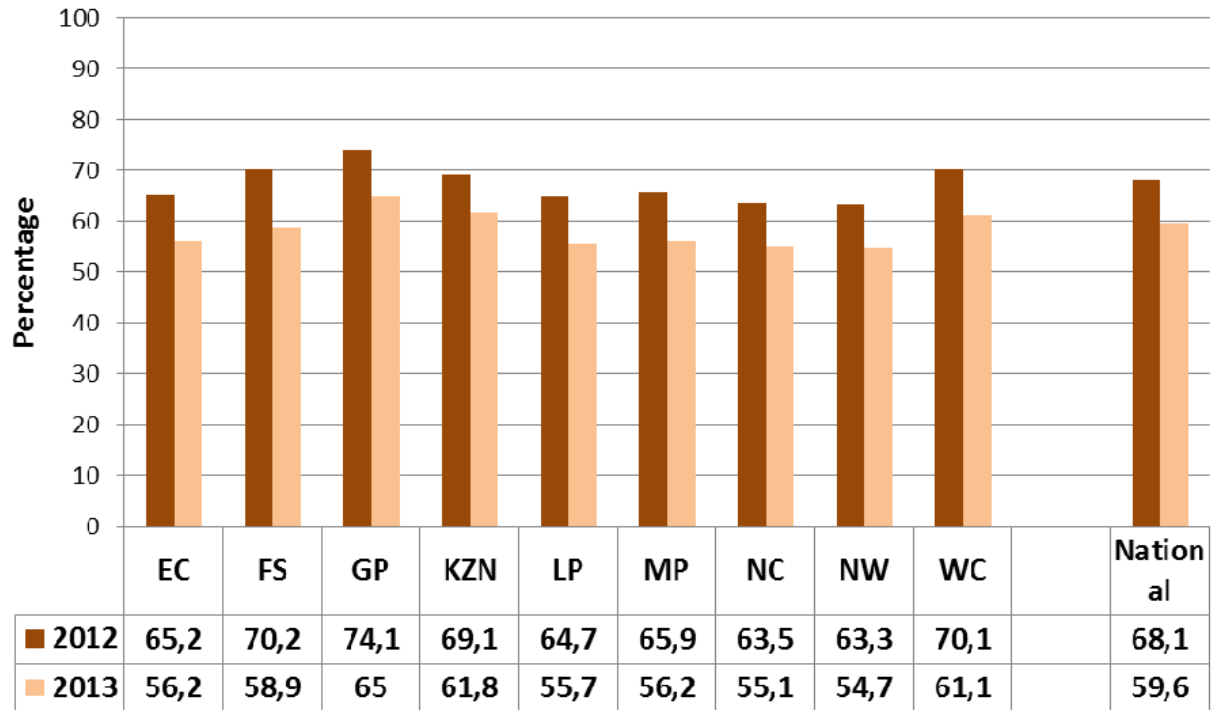
In Grades 4 and 9 the marks did not vary much across years, but considerable increases were observed in Grades 5 and 6.

LEARNERS OBTAINING 50% AND MORE OF THE FIRST ADDITIONAL LANGUAGE MARKS

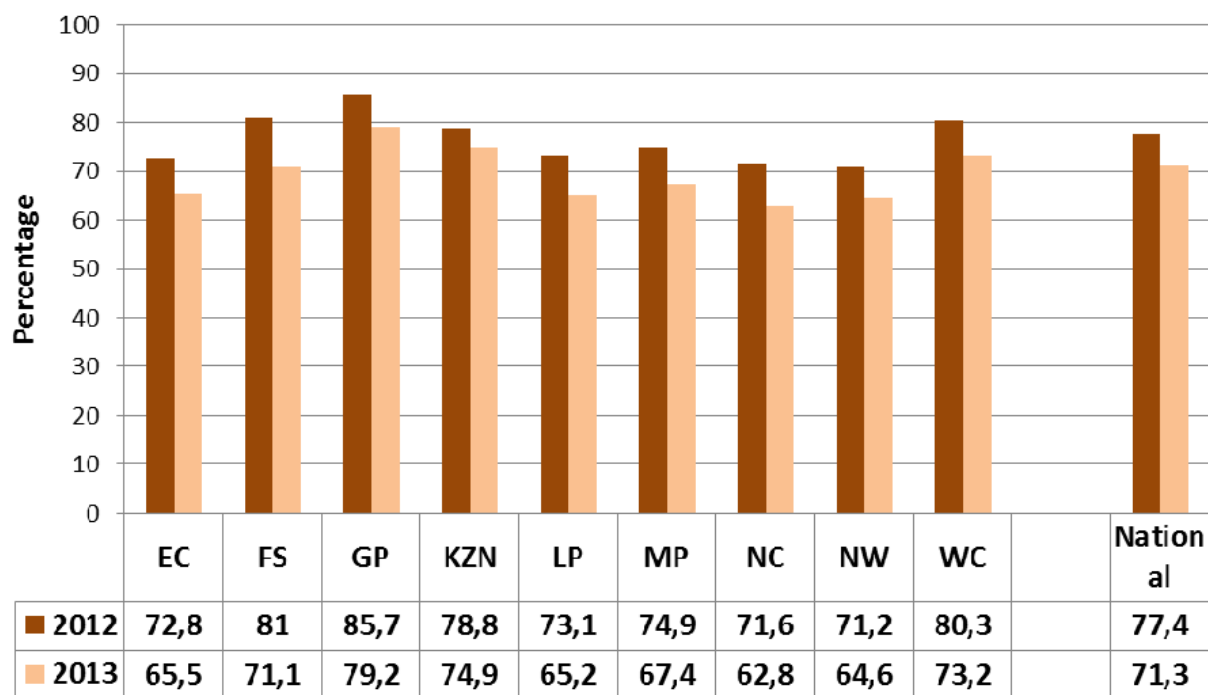


PROVINCIAL RESULTS

GRADE 1 MATHEMATICS AVERAGE PERCENTAGE MARK



GRADE 1 MATHEMATICS ACCEPTABLE ACHIEVEMENT

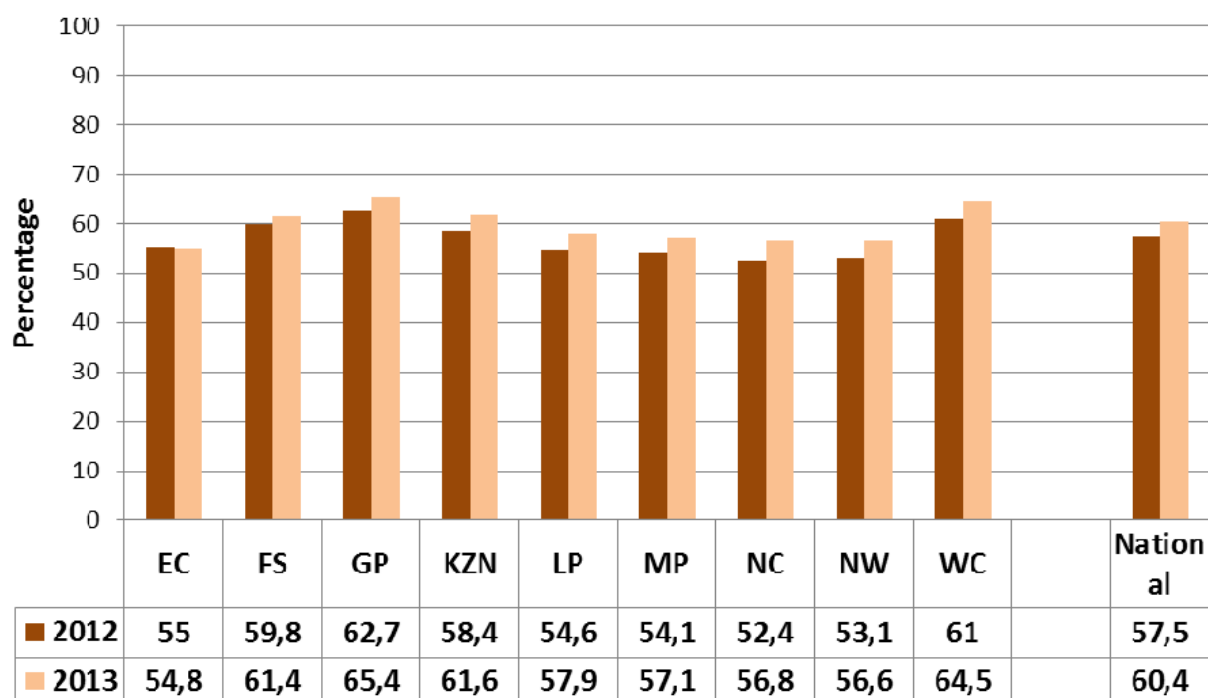


The percentage of learners attaining acceptable achievement levels was high in all provinces, with Gauteng being the highest at 79.2%.

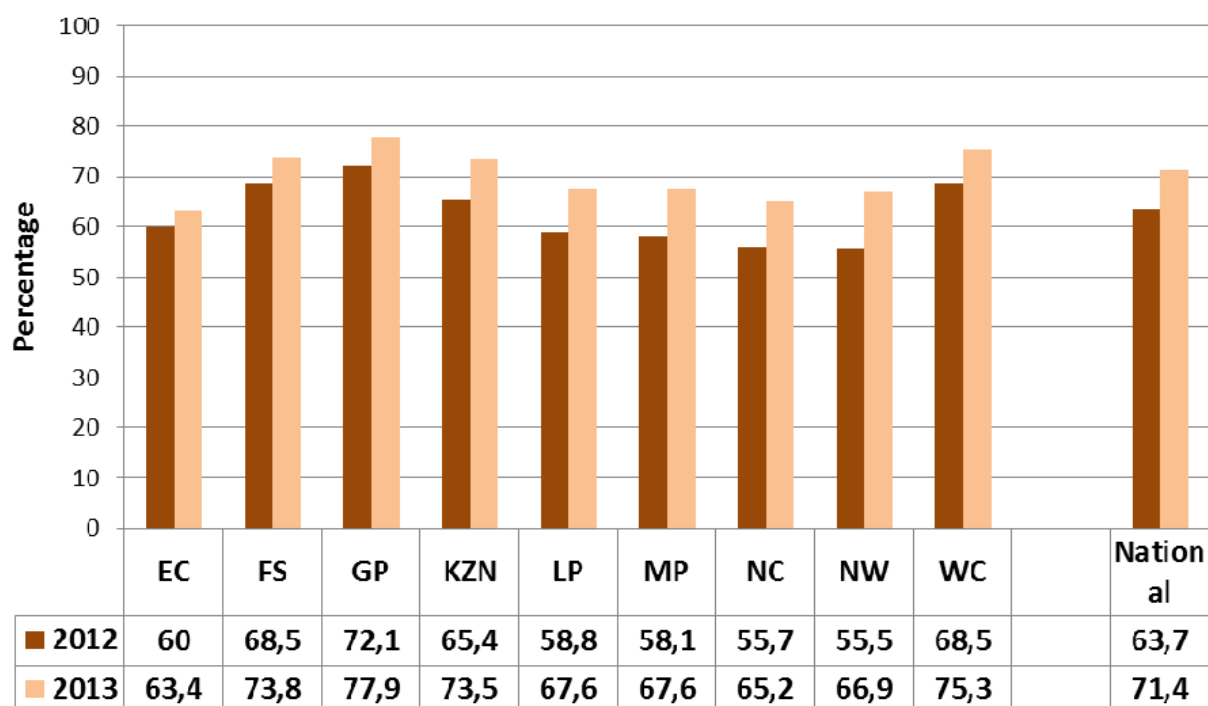
PROVINCIAL ACHIEVEMENT IN GRADE 1 MATHEMATICS IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	6	5	65.2	56.2	72.8	65.5
National			68.1	59.6	77.4	71.3

GRADE 1 LANGUAGE AVERAGE PERCENTAGE MARK



GRADE 1 LANGUAGE ACCEPTABLE ACHIEVEMENT

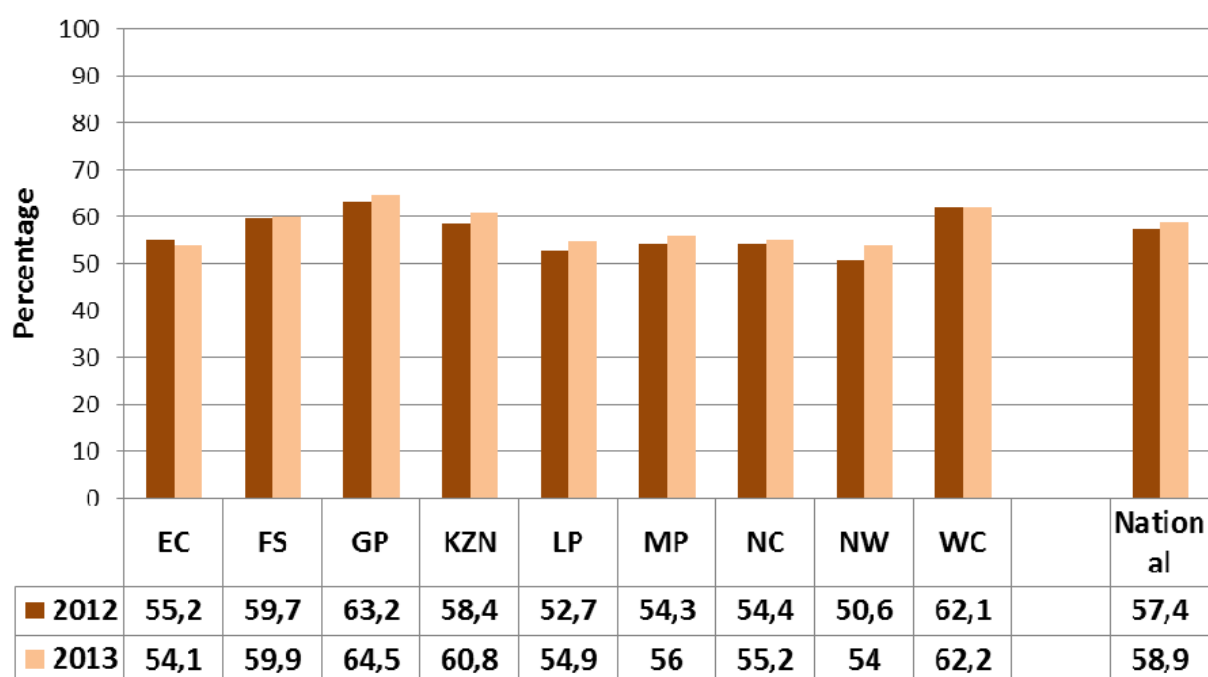


The percentage of learners attaining acceptable achievement levels was large in all provinces with Gauteng taking the lead at 77.9%.

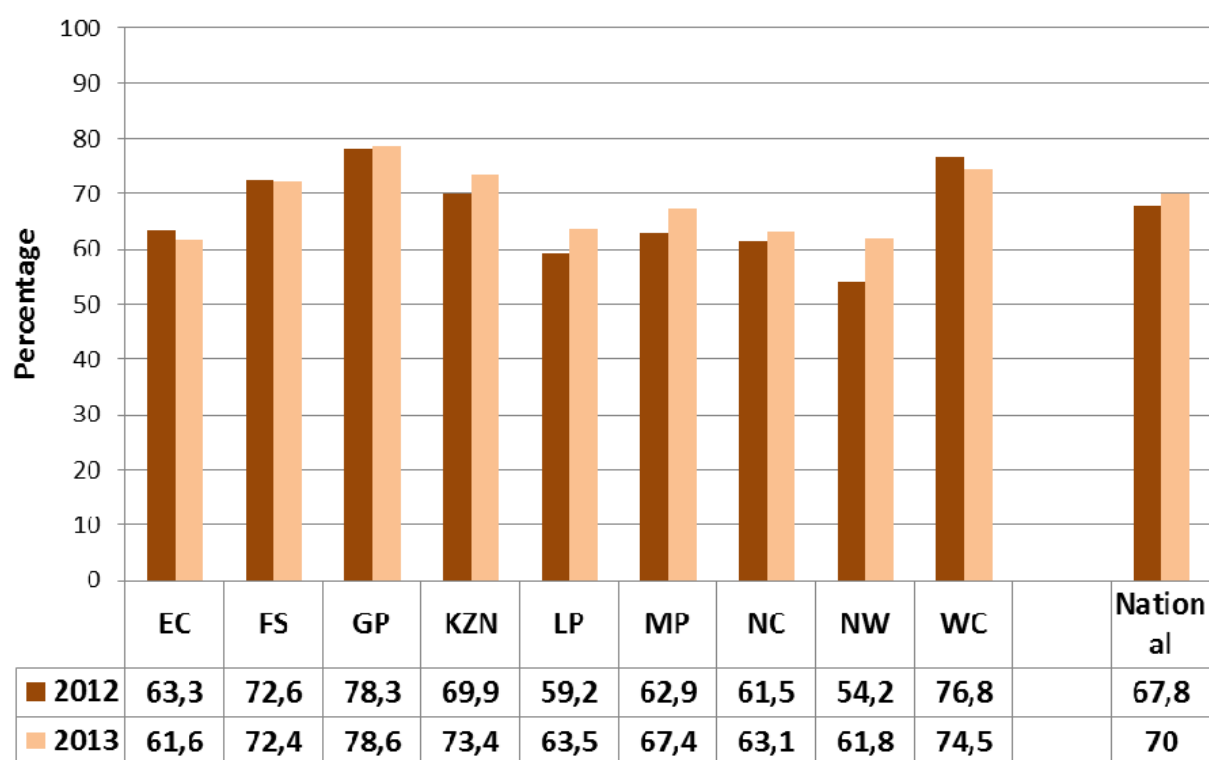
PROVINCIAL ACHIEVEMENT IN GRADE 1 LANGUAGE IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
	2012	2013	2012	2013	2012	2013
Eastern Cape	5	9	55	54.8	60	63.4
National			57.5	60.4	63.7	71.4

GRADE 2 MATHEMATICS AVERAGE PERCENTAGE MARK



GRADE 2 MATHEMATICS ACCEPTABLE ACHIEVEMENT

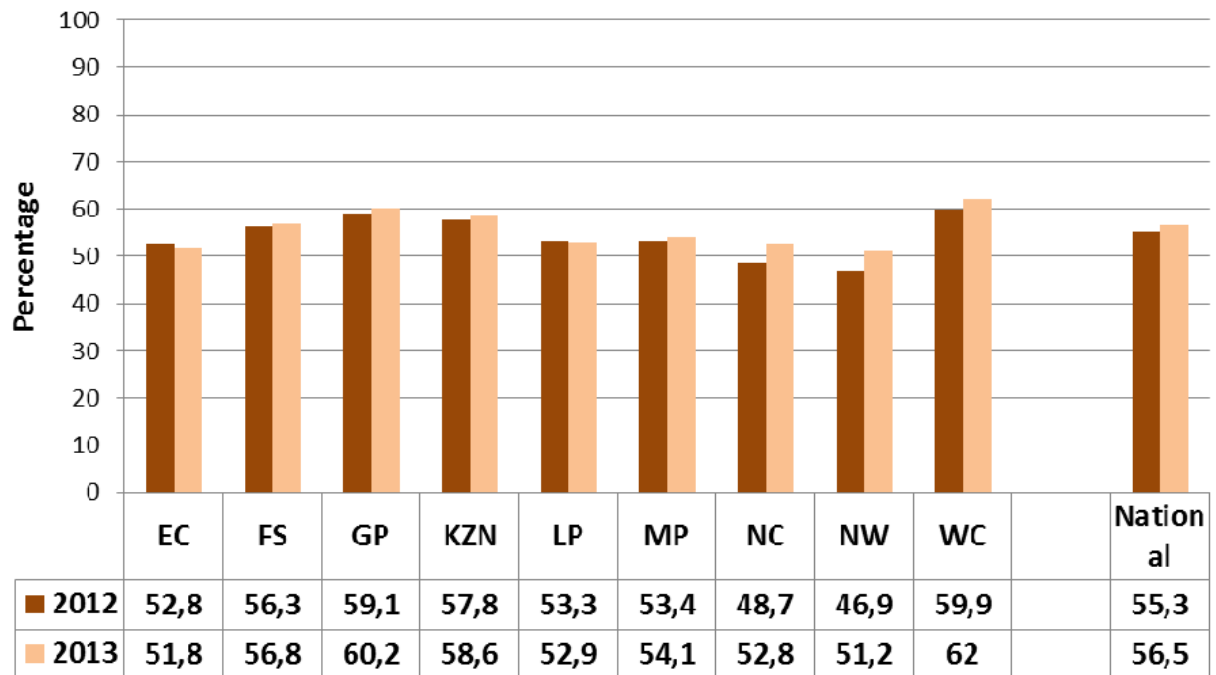


The percentage of learners attaining acceptable achievement levels was high in all provinces with Gauteng being the highest at 78.6%.

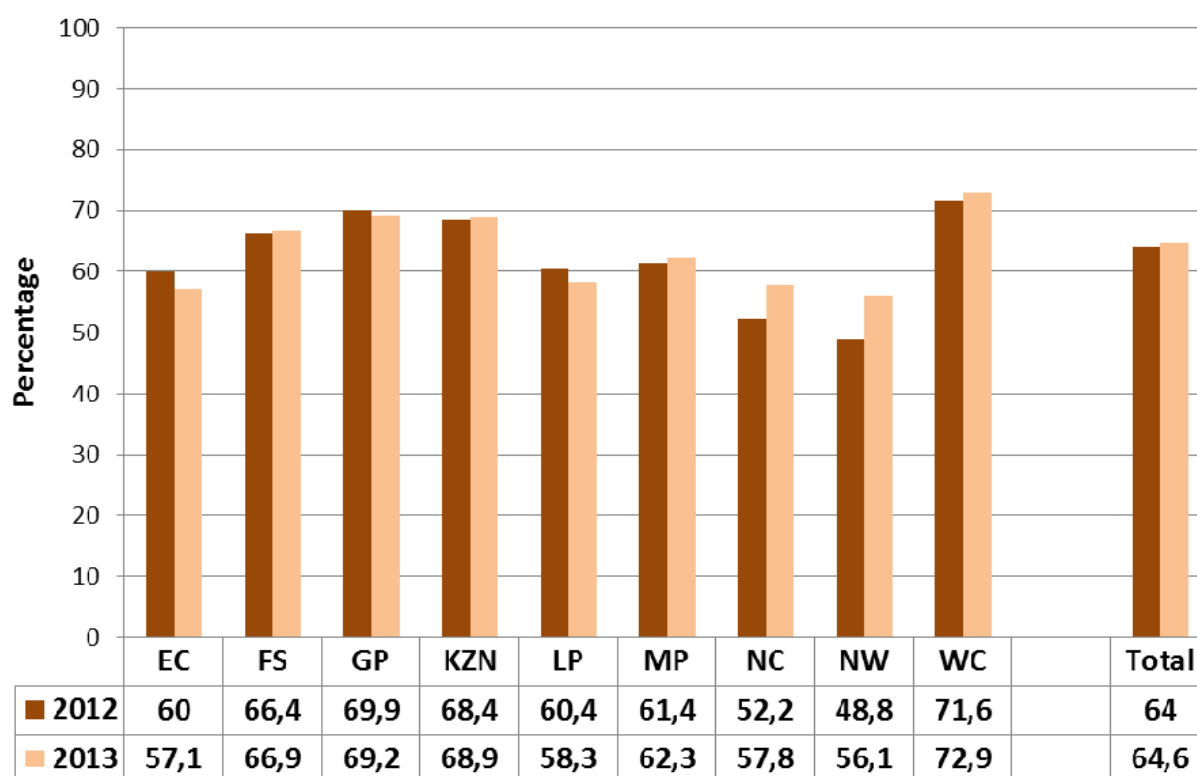
PROVINCIAL ACHIEVEMENT IN GRADE 2 MATHEMATICS IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	5	8	55.2	54.1	63.3	61.6
National			57.4	58.9	67.8	70

GRADE 2 LANGUAGE AVERAGE PERCENTAGE MARK



GRADE 2 LANGUAGE ACCEPTABLE ACHIEVEMENT

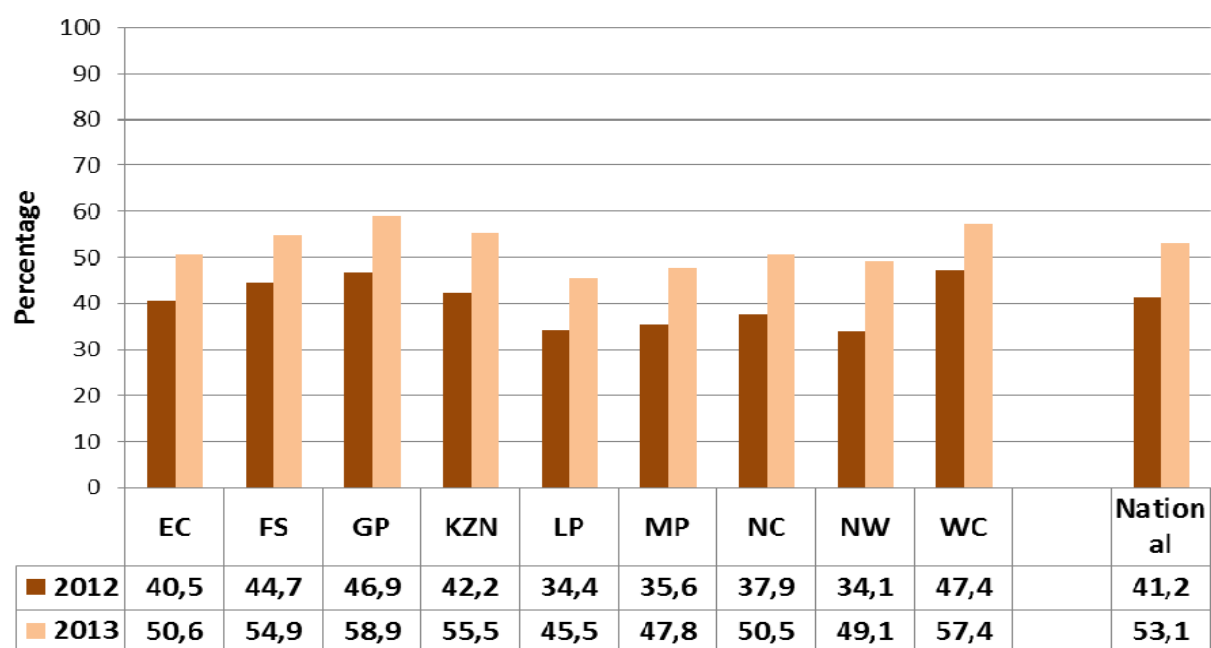


The percentage of learners attaining acceptable achievement levels was high in all provinces with Western Cape being the highest at 72.9%.

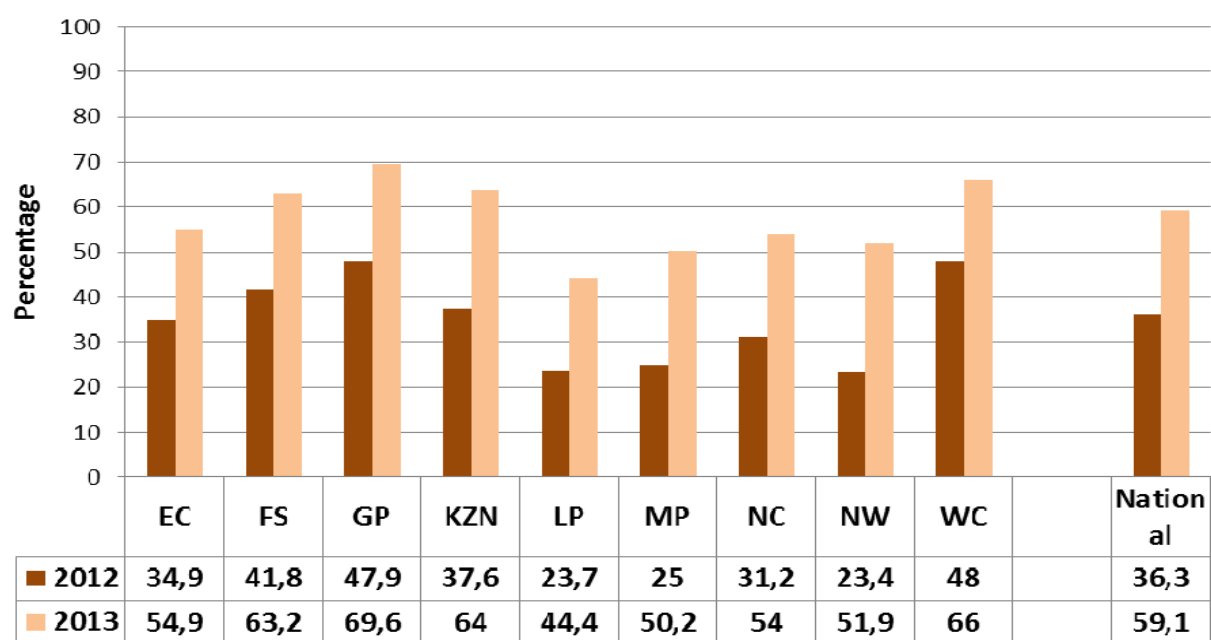
PROVINCIAL ACHIEVEMENT IN GRADE 2 LANGUAGE IN 2013

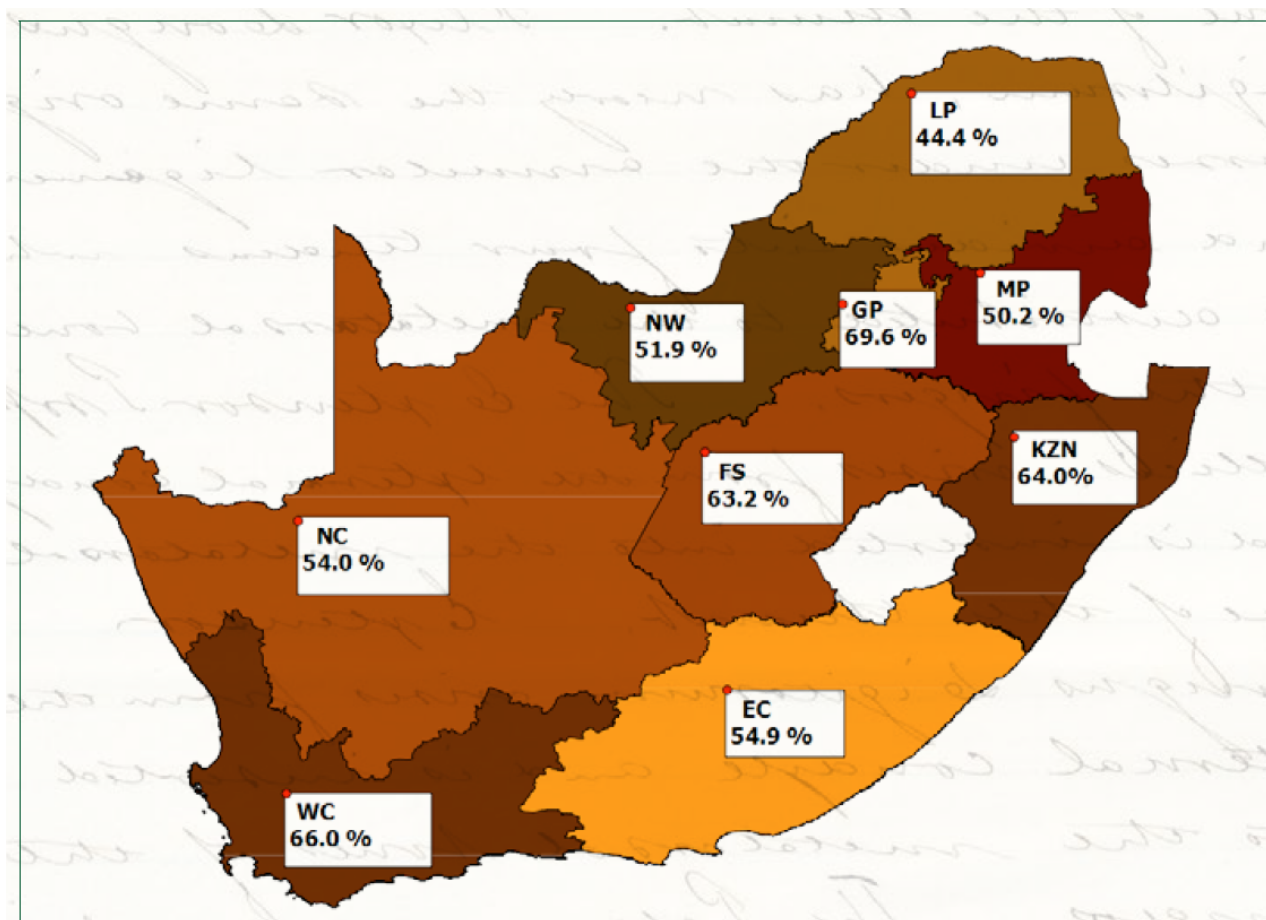
Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	7	8	52.8	51.8	60.0	57.1
National			55.3	56.5	64.0	64.3

GRADE 3 MATHEMATICS AVERAGE PERCENTAGE MARK



GRADE 3 MATHEMATICS ACCEPTABLE ACHIEVEMENT



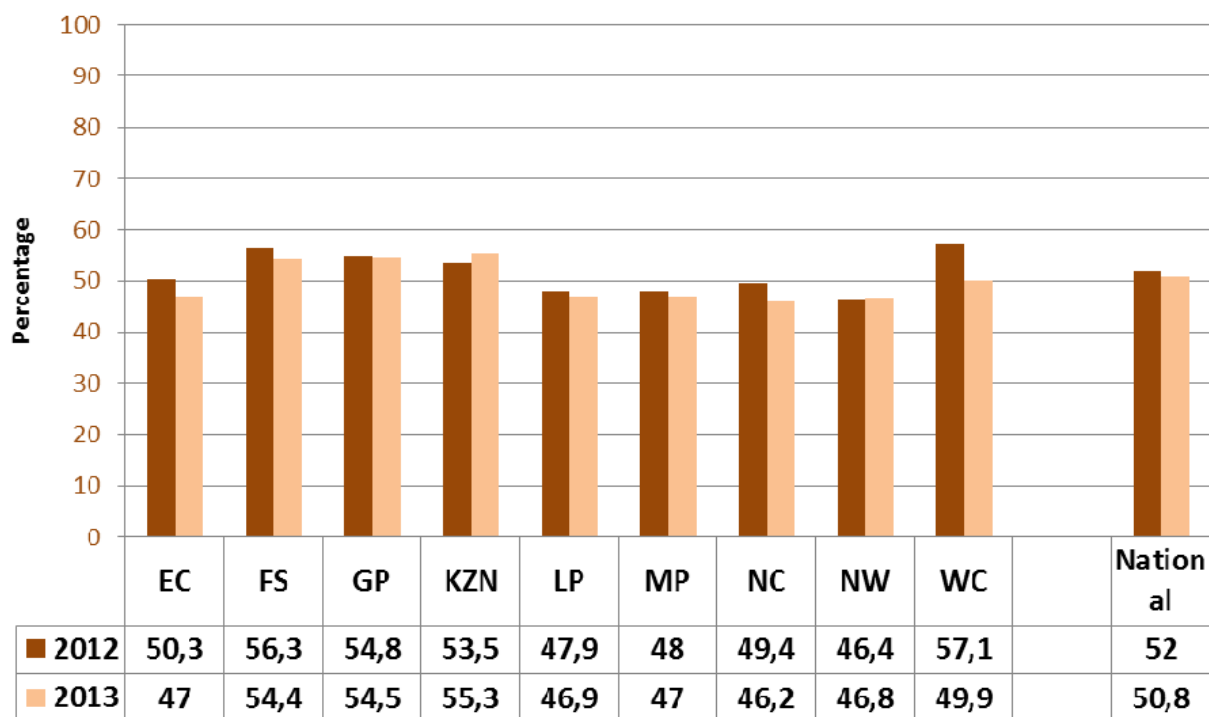


In all provinces except for Limpopo the percentage of learners attaining acceptable achievement levels exceeded 50%, with Gauteng being the highest.

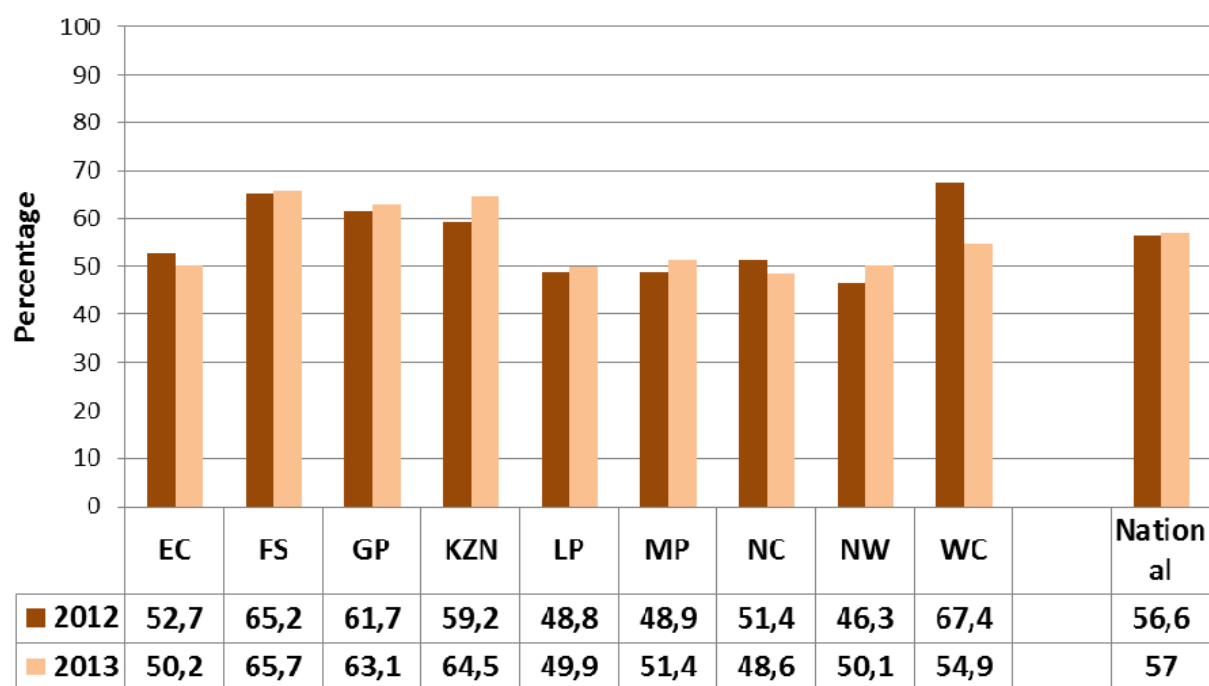
PROVINCIAL ACHIEVEMENT IN GRADE 3 MATHEMATICS IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
	2012	2013	2012	2013	2012	2013
Eastern Cape	5	5	40.5	50.6	34.9	54.9
National			41.2	53.1	36.3	59.1

GRADE 3 LANGUAGE AVERAGE PERCENTAGE MARK



GRADE 3 LANGUAGE ACCEPTABLE ACHIEVEMENT

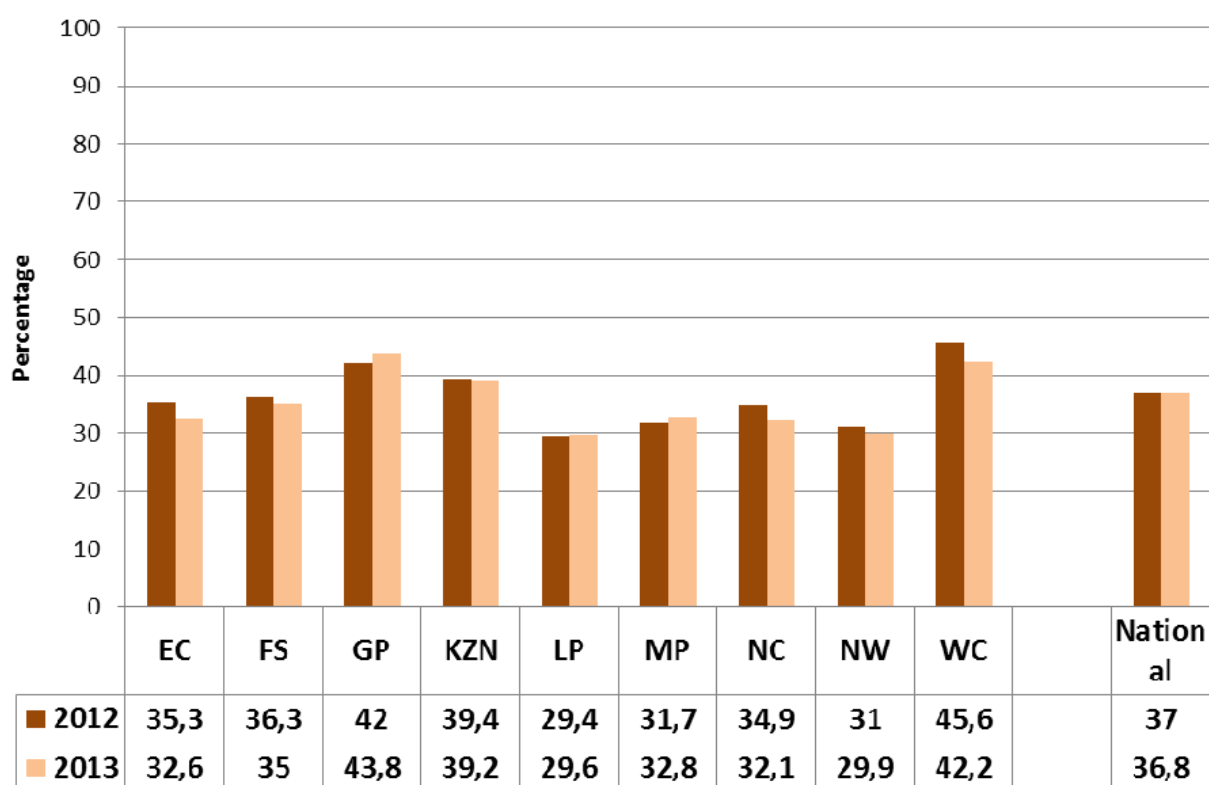


In all provinces, except for Northern Cape, the percentage of learners attaining acceptable achievement levels reached 50%, with Free State taking the lead at 65.7%.

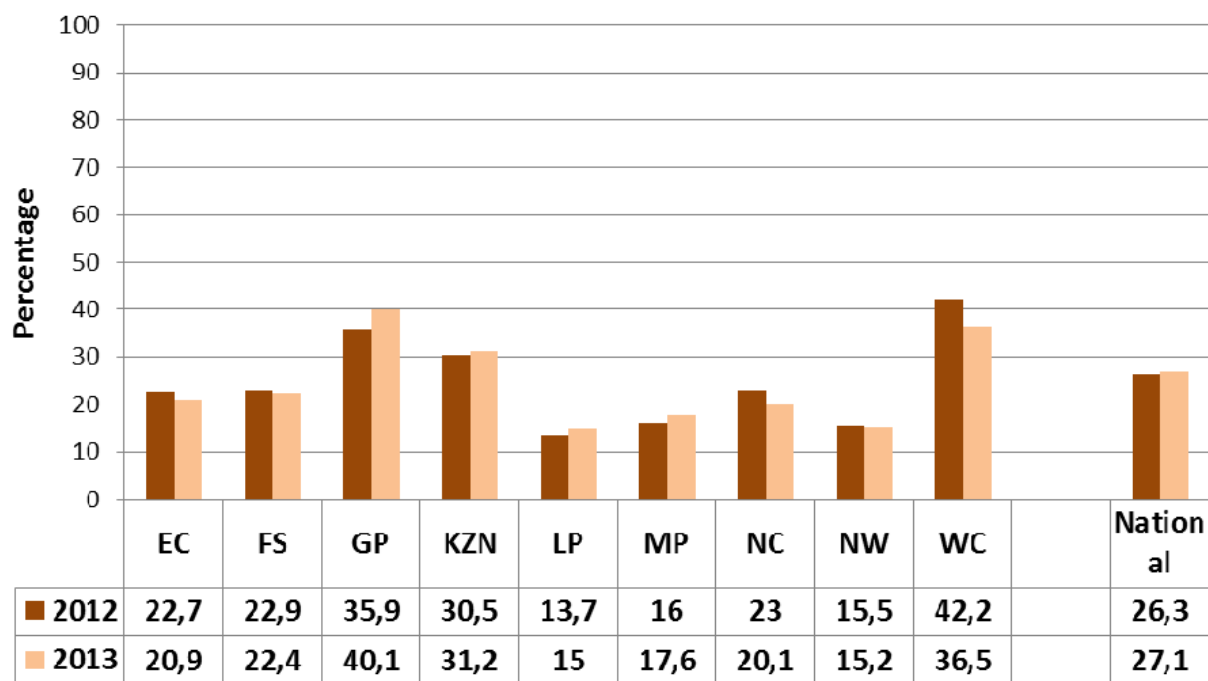
PROVINCIAL ACHIEVEMENT IN GRADE 3 LANGUAGE IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
	2012	2013	2012	2013	2012	2013
Eastern Cape	5	5	50.3	47.0	52.7	50.2
National			52.0	50.8	56.6	57

GRADE 4 MATHEMATICS AVERAGE PERCENTAGE MARK



GRADE 4 MATHEMATICS ACCEPTABLE ACHIEVEMENT

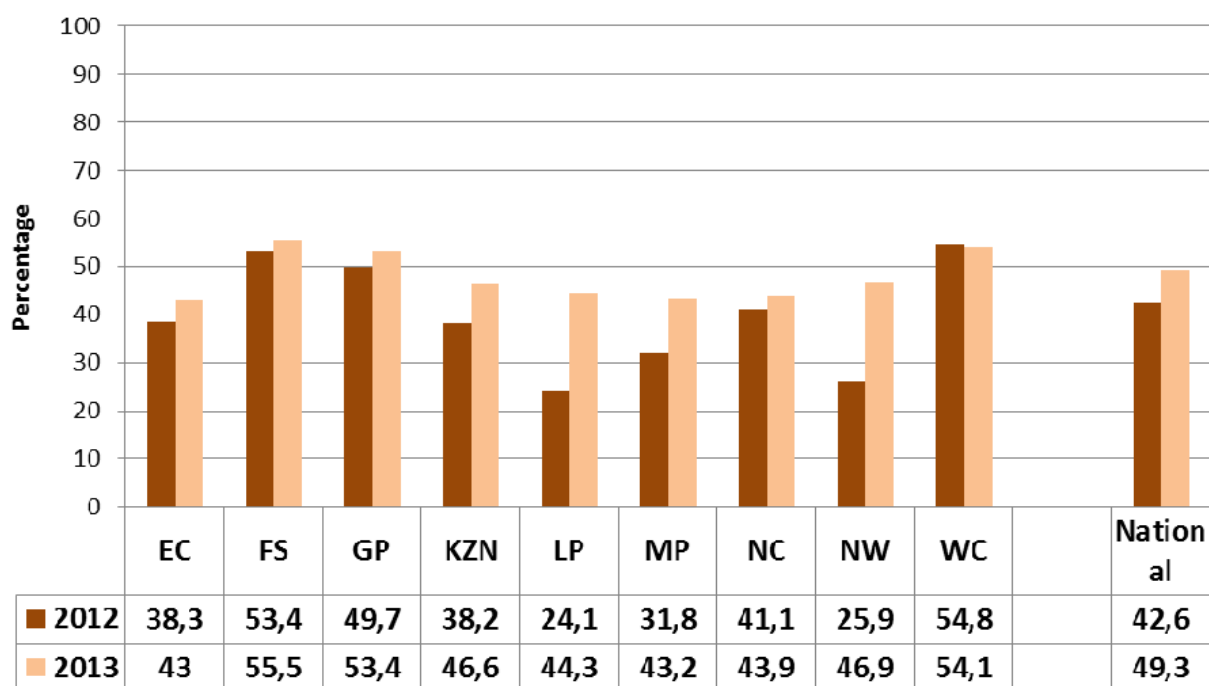


The percentage of learners attaining acceptable achievement levels was very low in most provinces. The best performing provinces were Gauteng and Western Cape at 40.1% and 36.5% respectively.

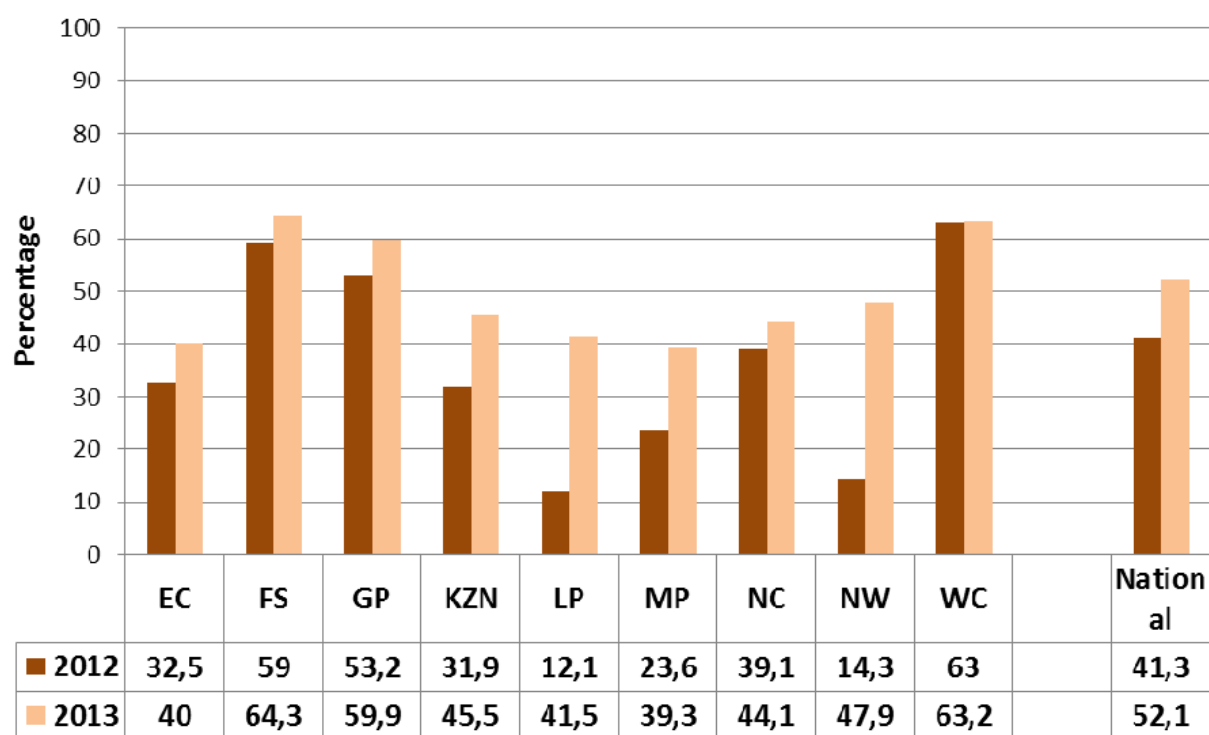
PROVINCIAL ACHIEVEMENT IN GRADE 4 MATHEMATICS IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	5	6	35.3	32.6	22.7	20.9
National			37.0	36.8	26.3	27.1

GRADE 4 HOME LANGUAGE AVERAGE PERCENTAGE MARK



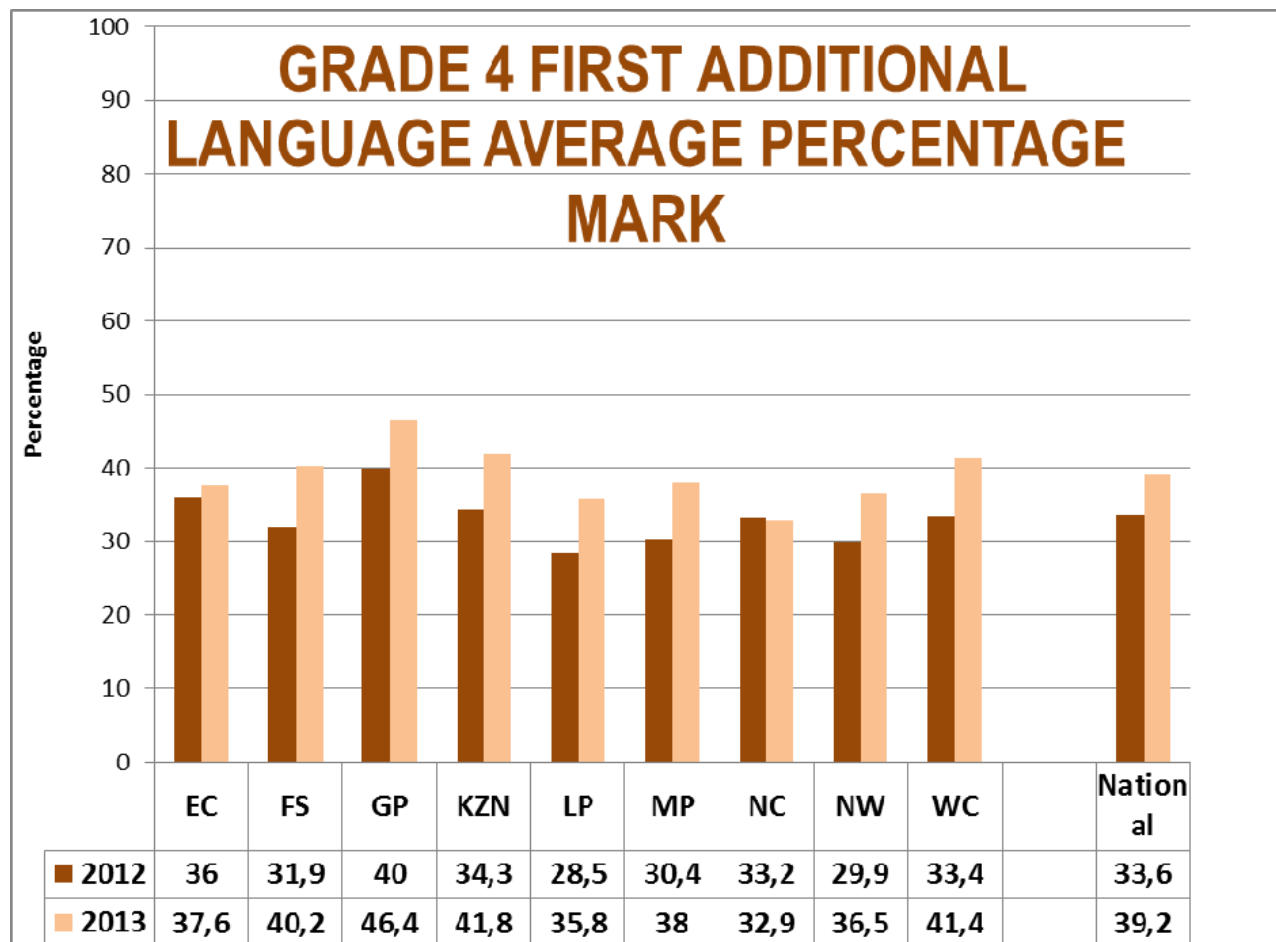
GRADE 4 HOME LANGUAGE ACCEPTABLE ACHIEVEMENT



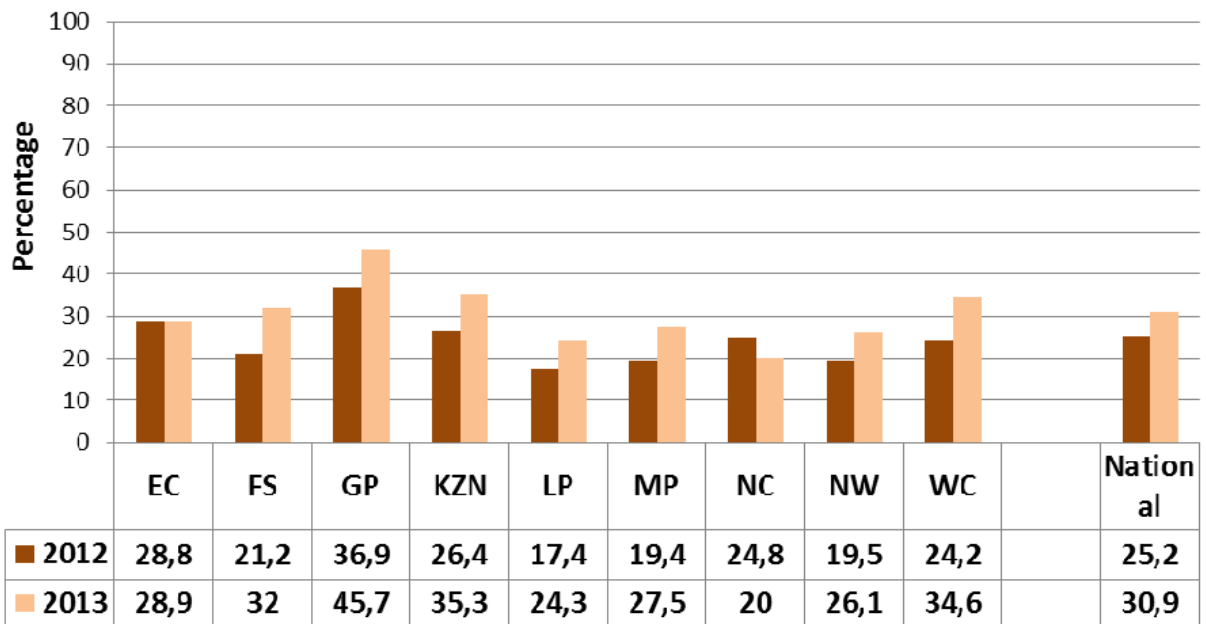
The percentage of learners attaining acceptable achievement levels varied across provinces from 40% for Eastern Cape and Mpumalanga to 64.3% for Free State.

PROVINCIAL ACHIEVEMENT IN GRADE 4 HOME LANGUAGE IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	5	8	38.3	43.0	32.5	40.0
National			41.3	52.1	41.3	52.1



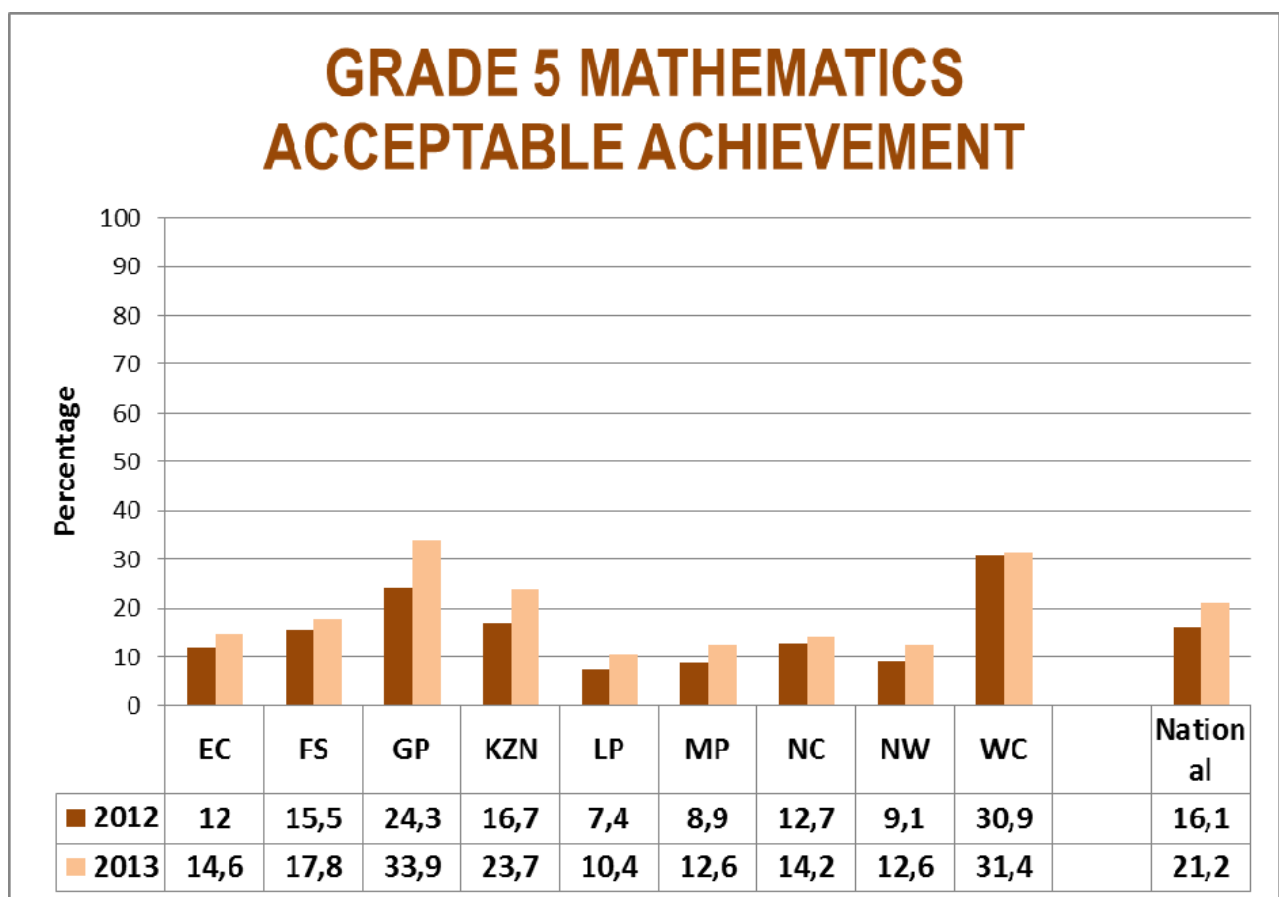
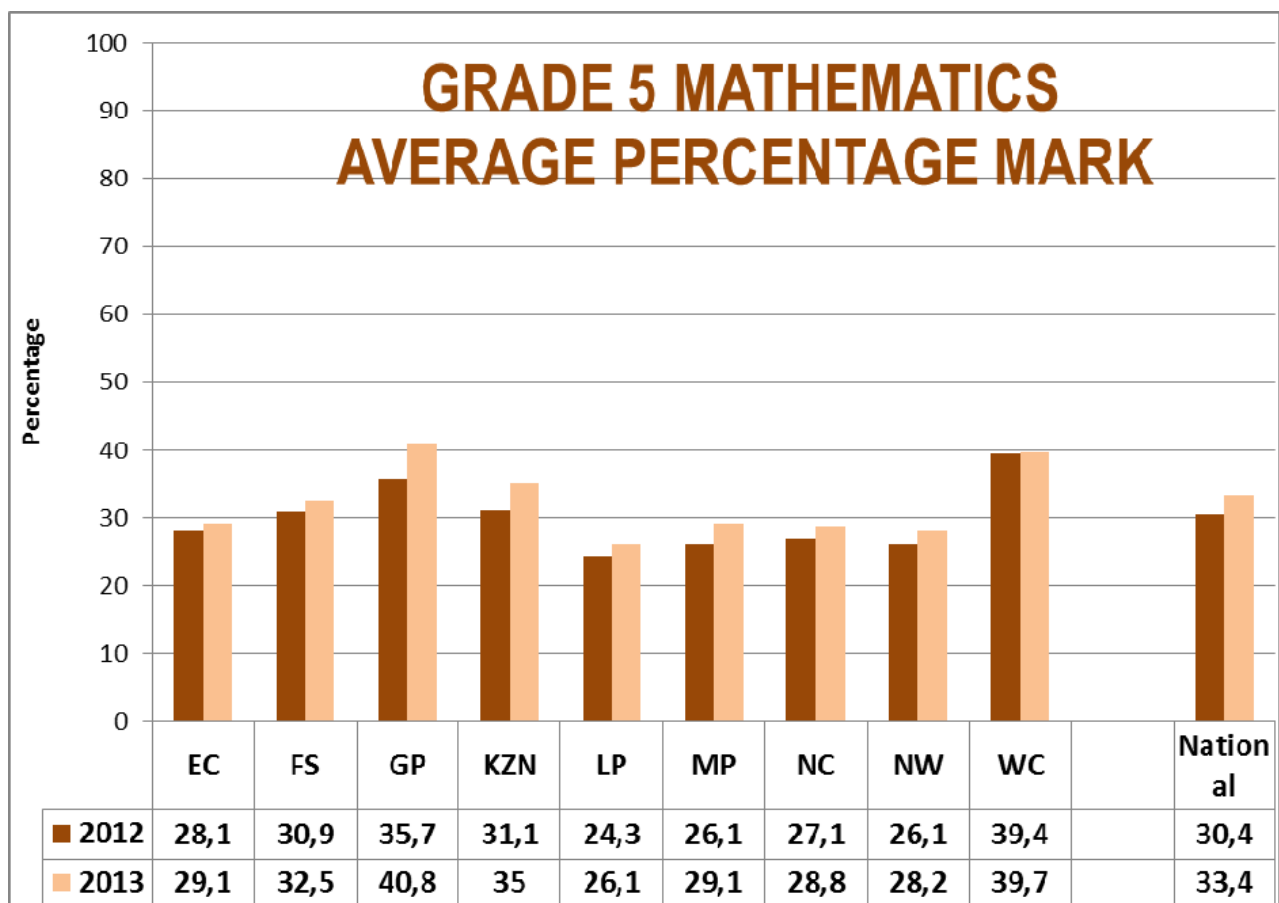
GRADE 4 FIRST ADDITIONAL LANGUAGE ACCEPTABLE ACHIEVEMENT



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

PROVINCIAL ACHIEVEMENT IN GRADE 4 FIRST ADD LANG IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
	2012	2013	2012	2013	2012	2013
Eastern Cape	2	6	36.0	37.6	28.8	28.9
National			33.6	39.2	25.2	30.9

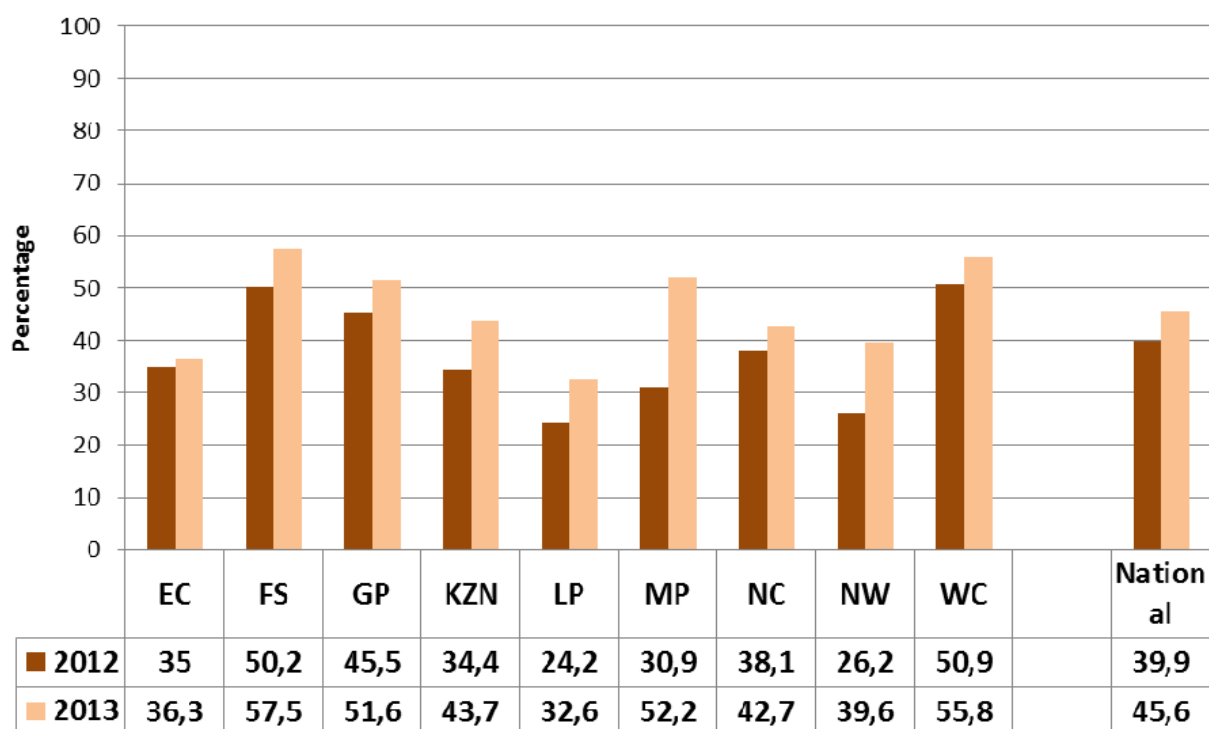


Across all provinces the percentage of learners attaining acceptable achievement levels was low. The percentage of learners attaining acceptable achievement levels varied across provinces from 10.4% for Limpopo to 33.9% for Gauteng.

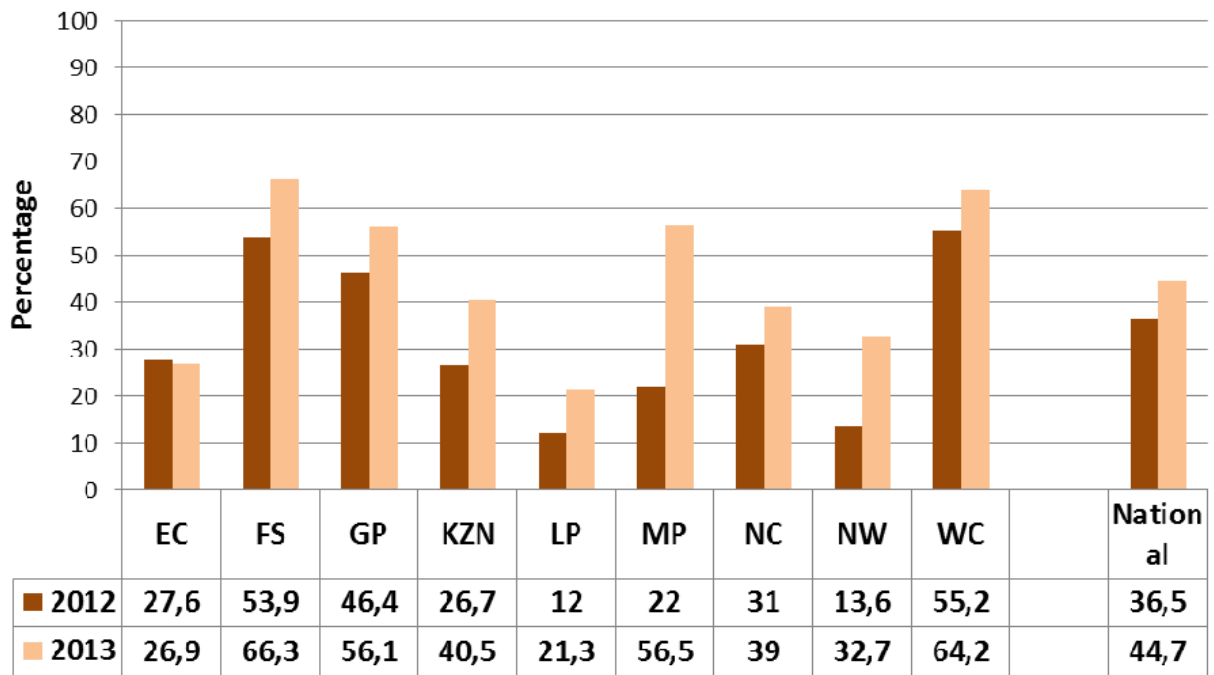
PROVINCIAL ACHIEVEMENT IN GRADE 5 MATHEMATICS IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	5	5	28.1	29.1	12.0	14.6
National			30.4	33.4	16.1	21.2

GRADE 5 HOME LANGUAGE AVERAGE PERCENTAGE MARK



GRADE 5 HOME LANGUAGE ACCEPTABLE ACHIEVEMENT

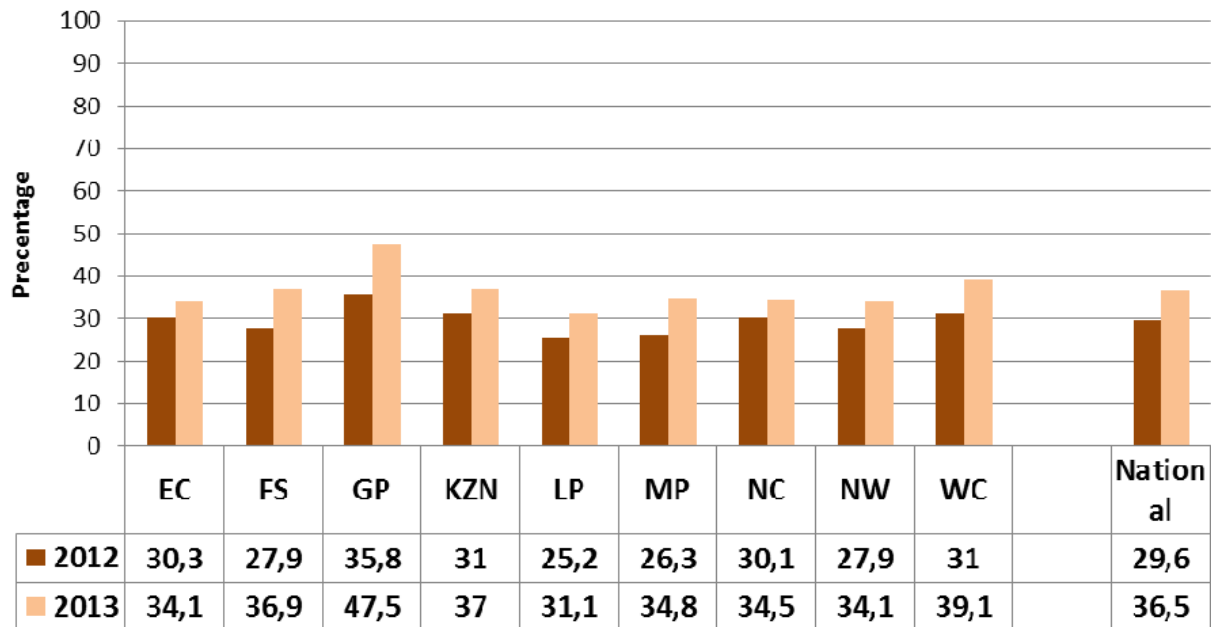


The percentage of learners attaining acceptable achievement levels varied across provinces from 21.3% for Limpopo to 66.3% for Free State.

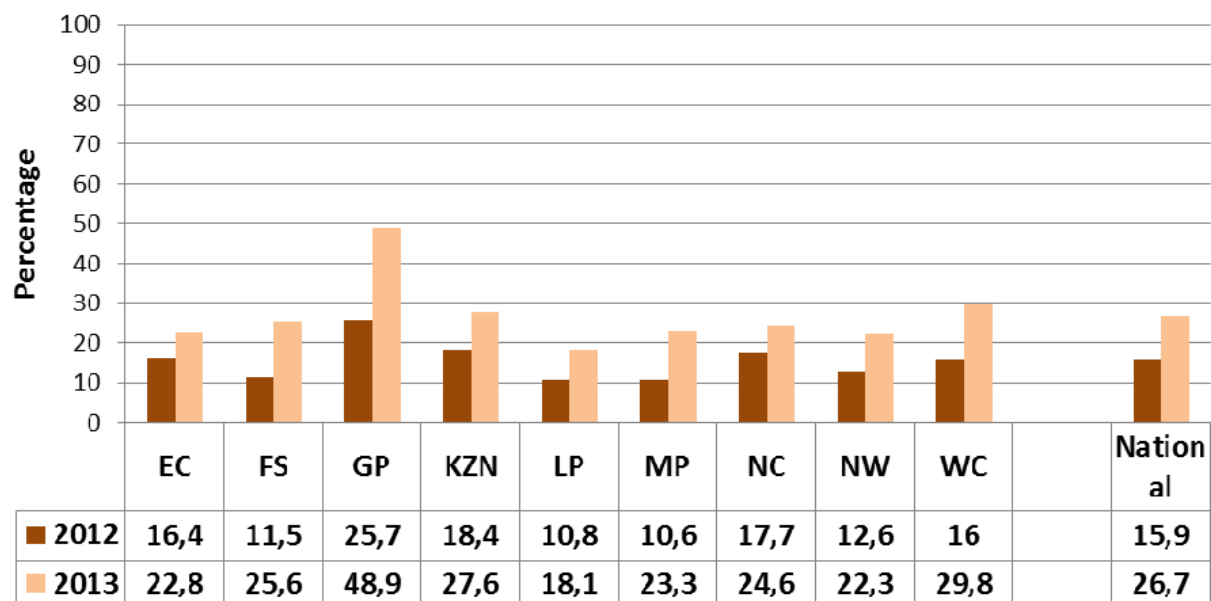
PROVINCIAL ACHIEVEMENT IN GRADE 5 HOME LANGUAGE IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	5	8	35.0	36.3	27.6	26.9
National			39.9	45.6	36.5	44.7

GRADE 5 FIRST ADDITIONAL LANGUAGE AVERAGE PERCENTAGE MARK



GRADE 5 FIRST ADDITIONAL LANGUAGE ACCEPTABLE ACHIEVEMENT

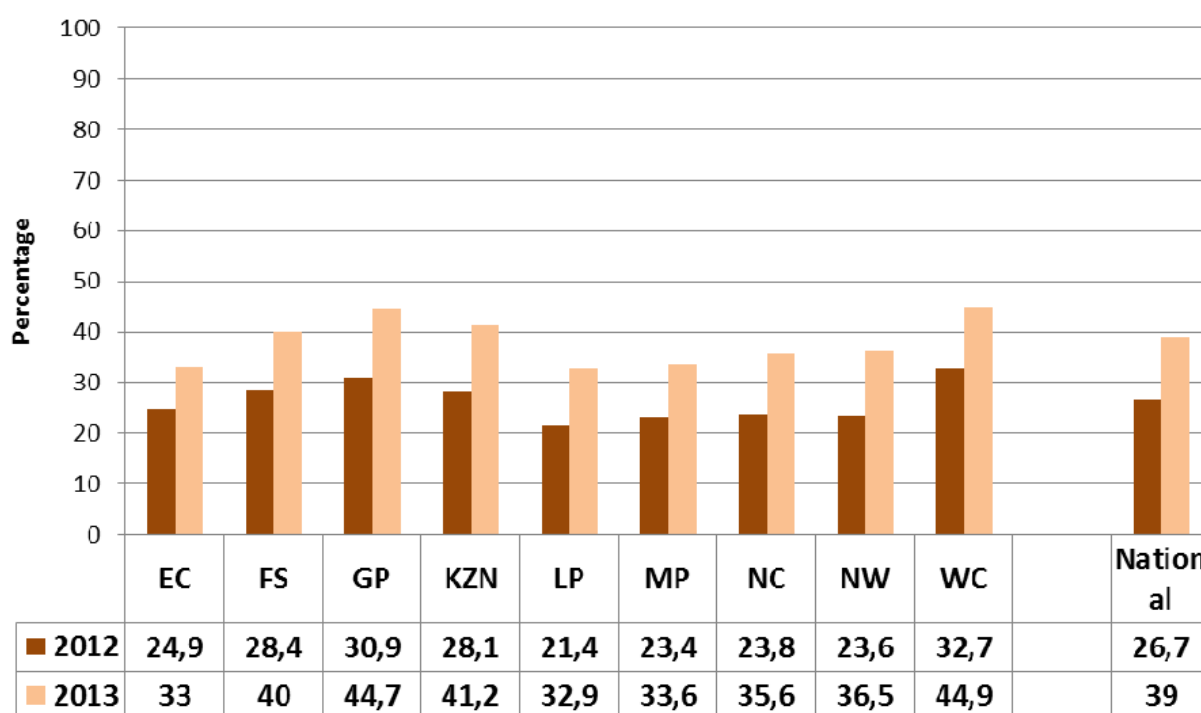


The percentage of learners attaining acceptable achievement levels varied across provinces from 18.1% for Limpopo to 48.9% for Gauteng.

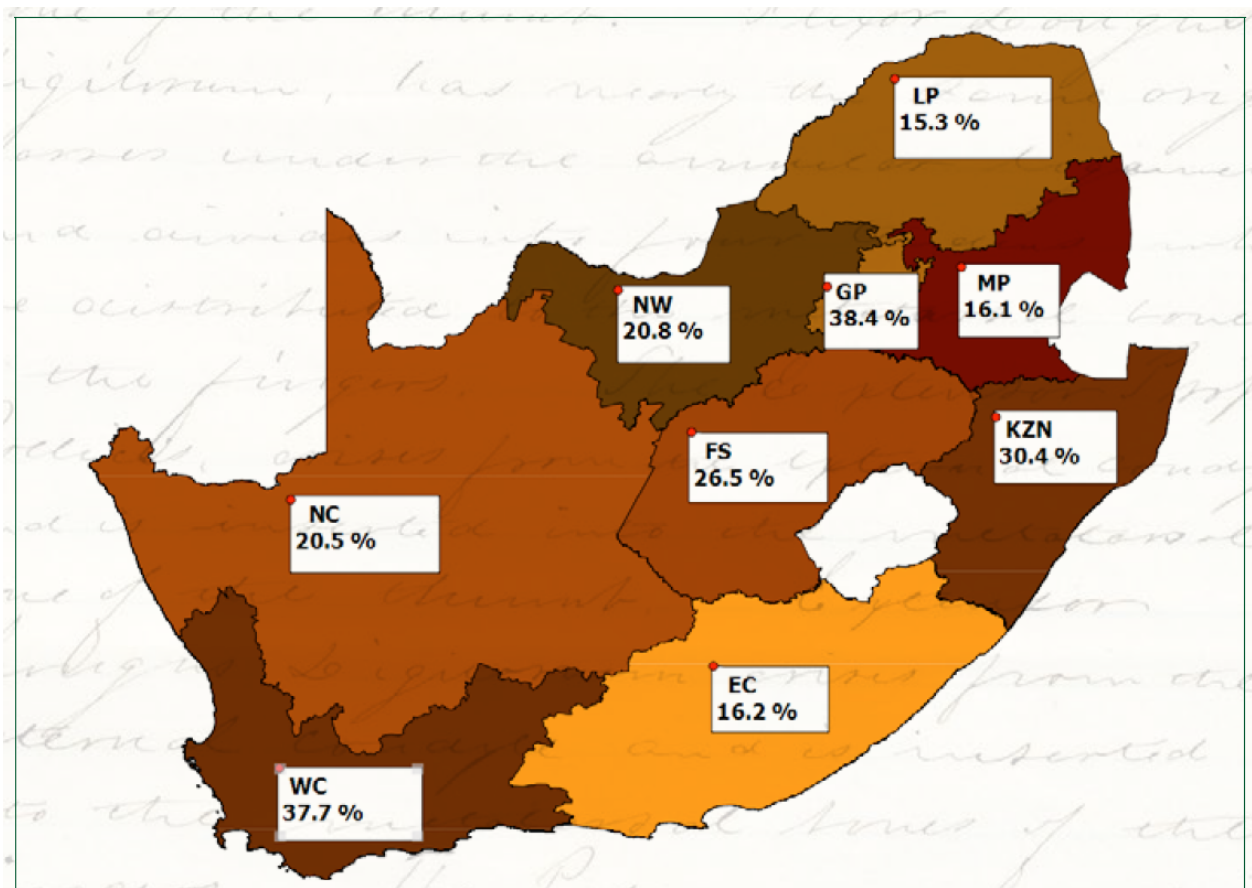
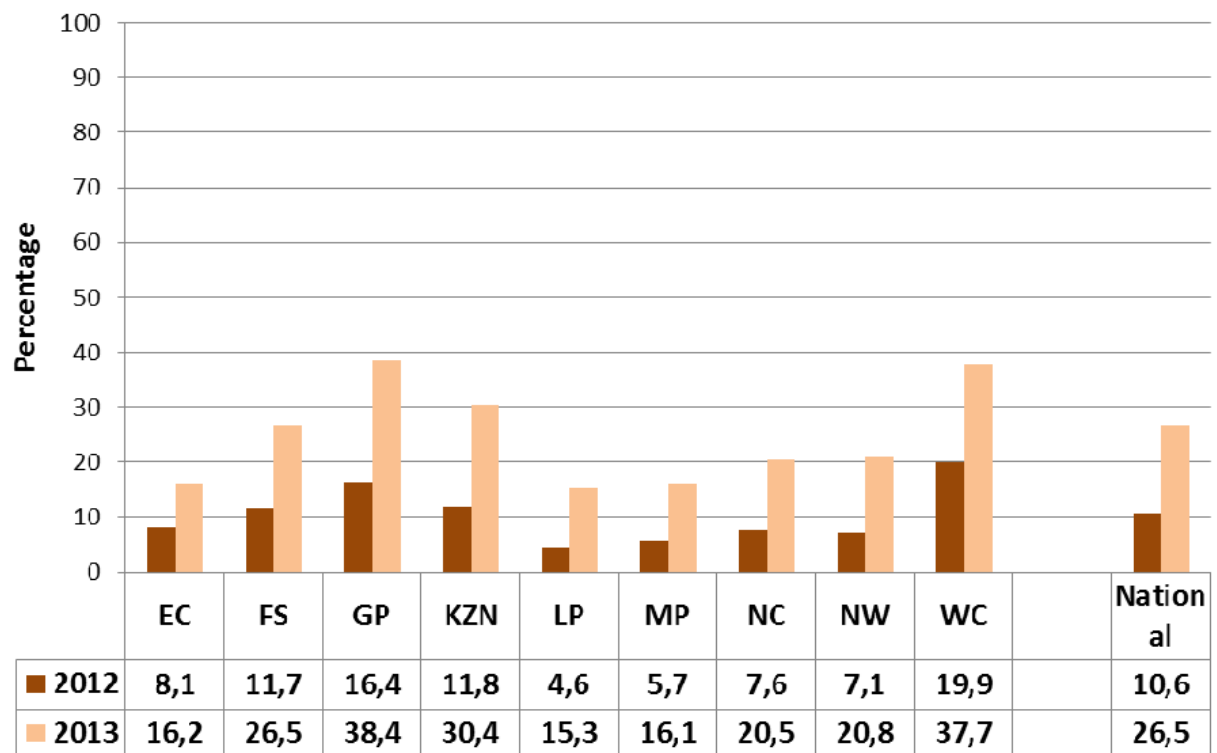
PROVINCIAL ACHIEVEMENT IN GRADE 5 FIRST ADD LANG IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	4	7	30.3	34.1	16.4	22.8
National			29.6	36.5	15.9	26.7

GRADE 6 MATHEMATICS AVERAGE PERCENTAGE MARK



GRADE 6 MATHEMATICS ACCEPTABLE ACHIEVEMENT

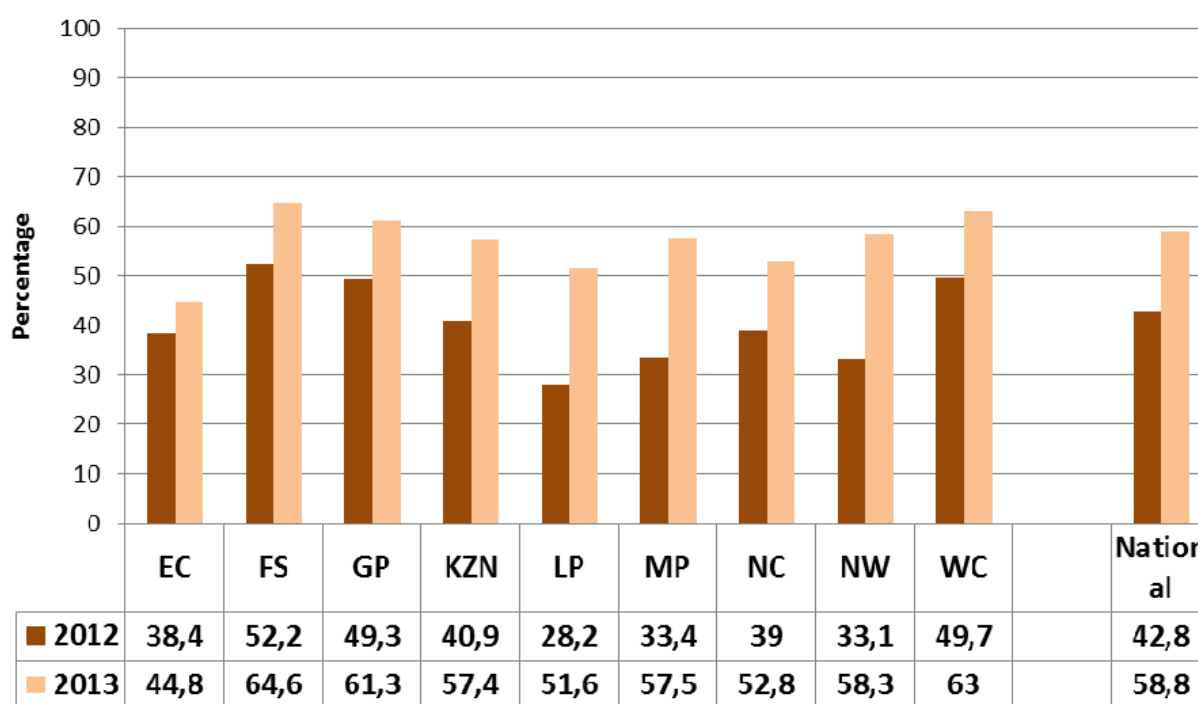


Nationally the percentage of learners attaining acceptable achievement levels was below the expected target. This varied across provinces from 15.3% for Limpopo to 38.4% for Gauteng and Western Cape.

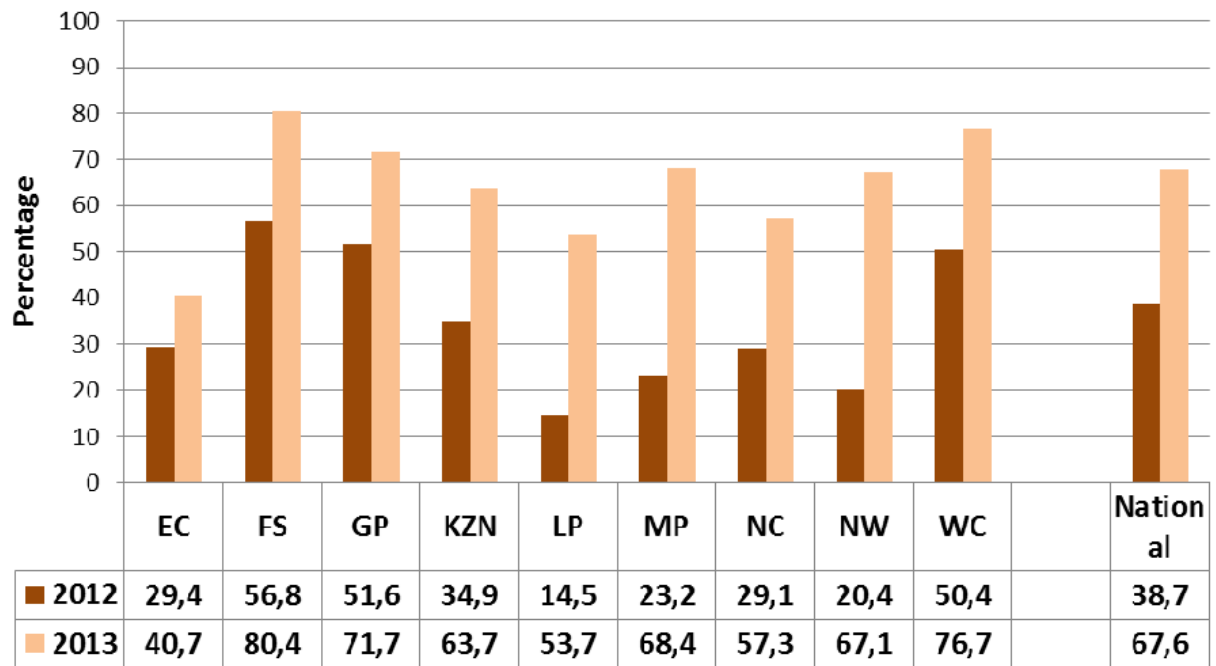
PROVINCIAL ACHIEVEMENT IN GRADE 6 MATHEMATICS IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	5	8	24.9	33.0	8.1	16.2
National			26.7	39.0	10.6	26.5

GRADE 6 HOME LANGUAGE AVERAGE PERCENTAGE MARK



GRADE 6 HOME LANGUAGE ACCEPTABLE ACHIEVEMENT

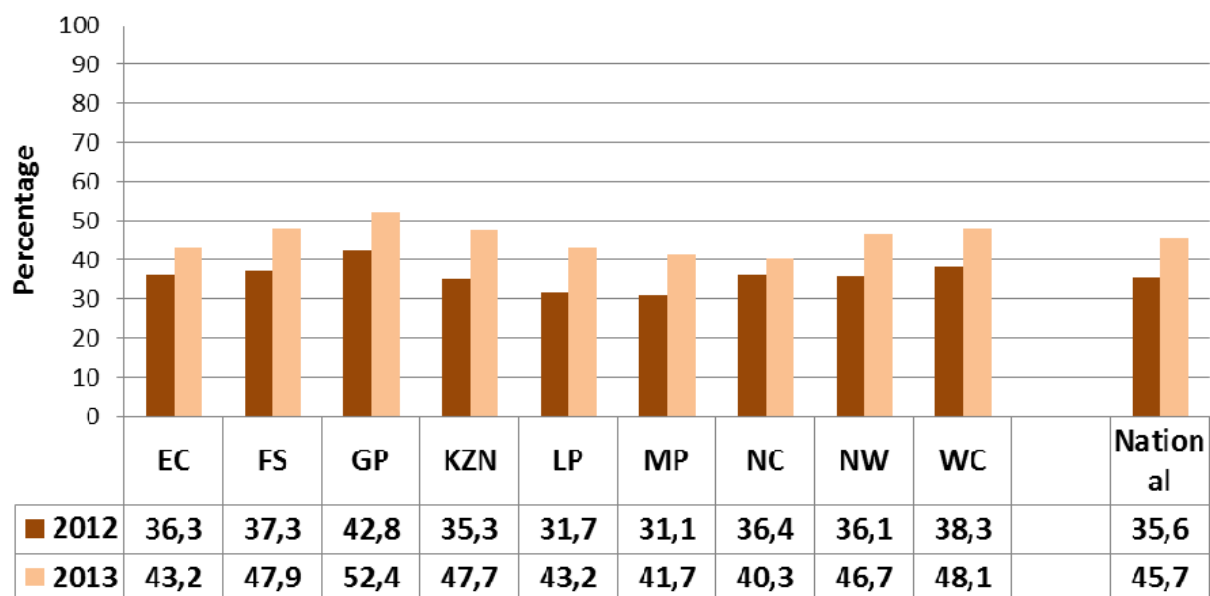


In seven out of the nine provinces the percentage of learners attaining acceptable achievement levels exceeded the target (55%) for 2013. Provincial performance varied from 40.7% for Eastern Cape to 80.4% for Free State.

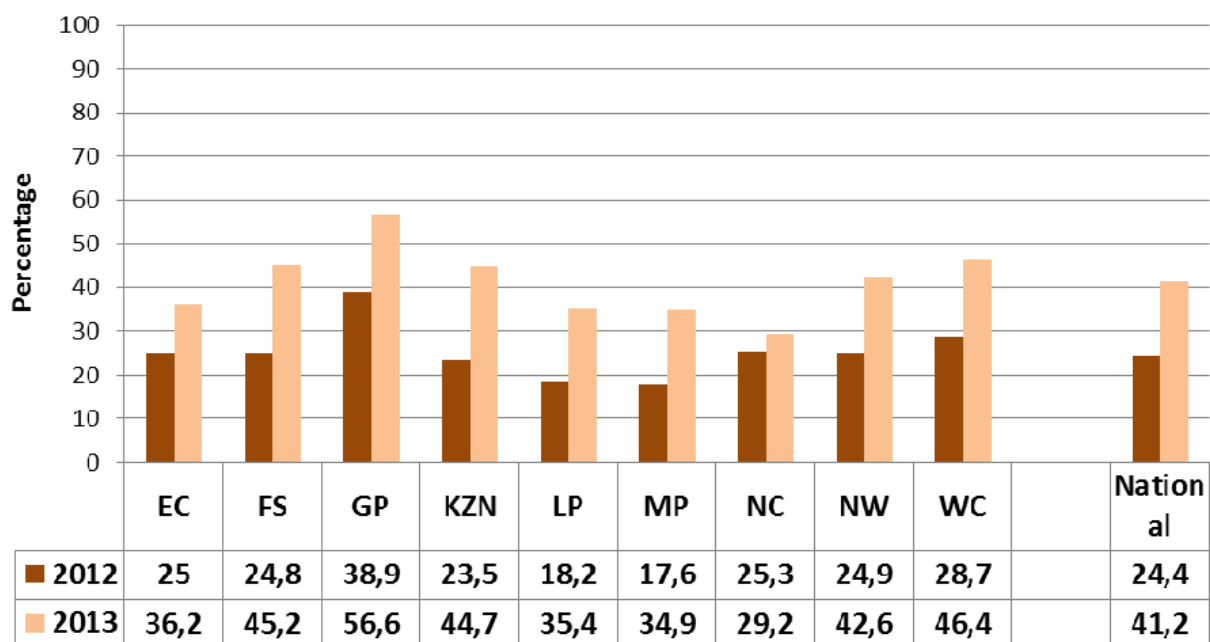
PROVINCIAL ACHIEVEMENT IN GRADE 6 HOME LANGUAGE IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	5	9	38.4	44.8	29.4	40.7
National			42.8	58.8	38.7	67.6

GRADE 6 FIRST ADDITIONAL LANGUAGE AVERAGE PERCENTAGE MARK



GRADE 6 FIRST ADDITIONAL LANGUAGE ACCEPTABLE ACHIEVEMENT

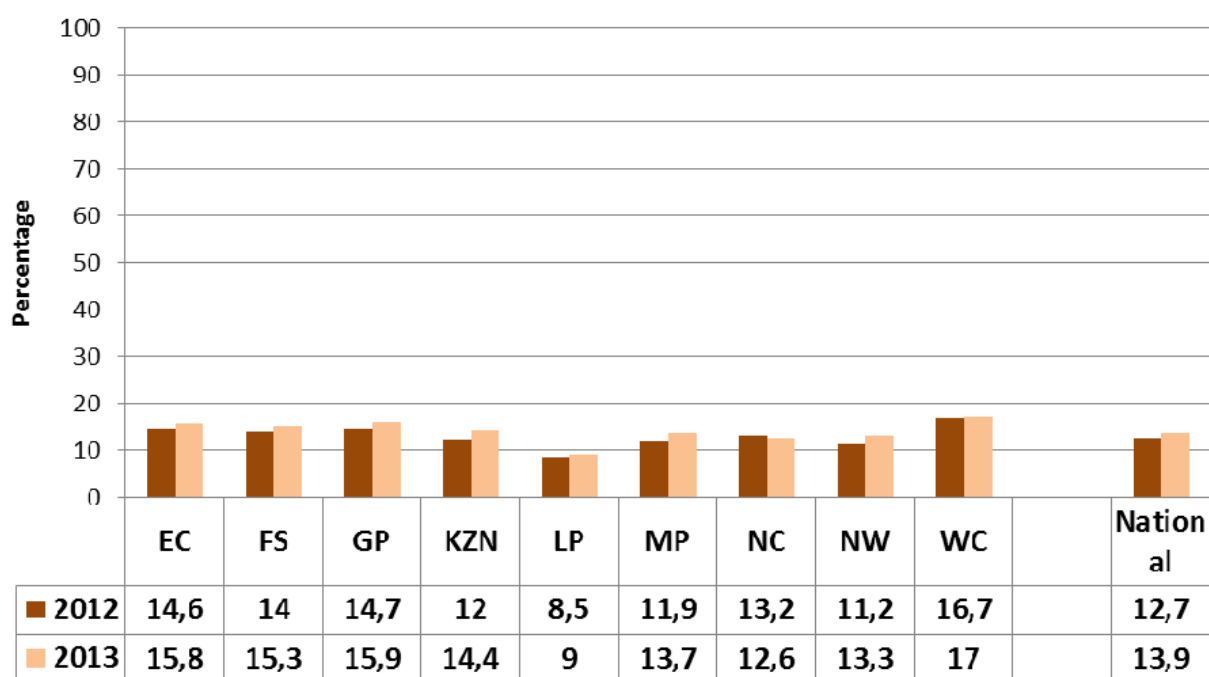


Across all provinces, the learner marks were higher in 2013. The percentage of learners attaining acceptable achievement levels varied across provinces from 29.2% for Northern Cape to 56.6% for Gauteng.

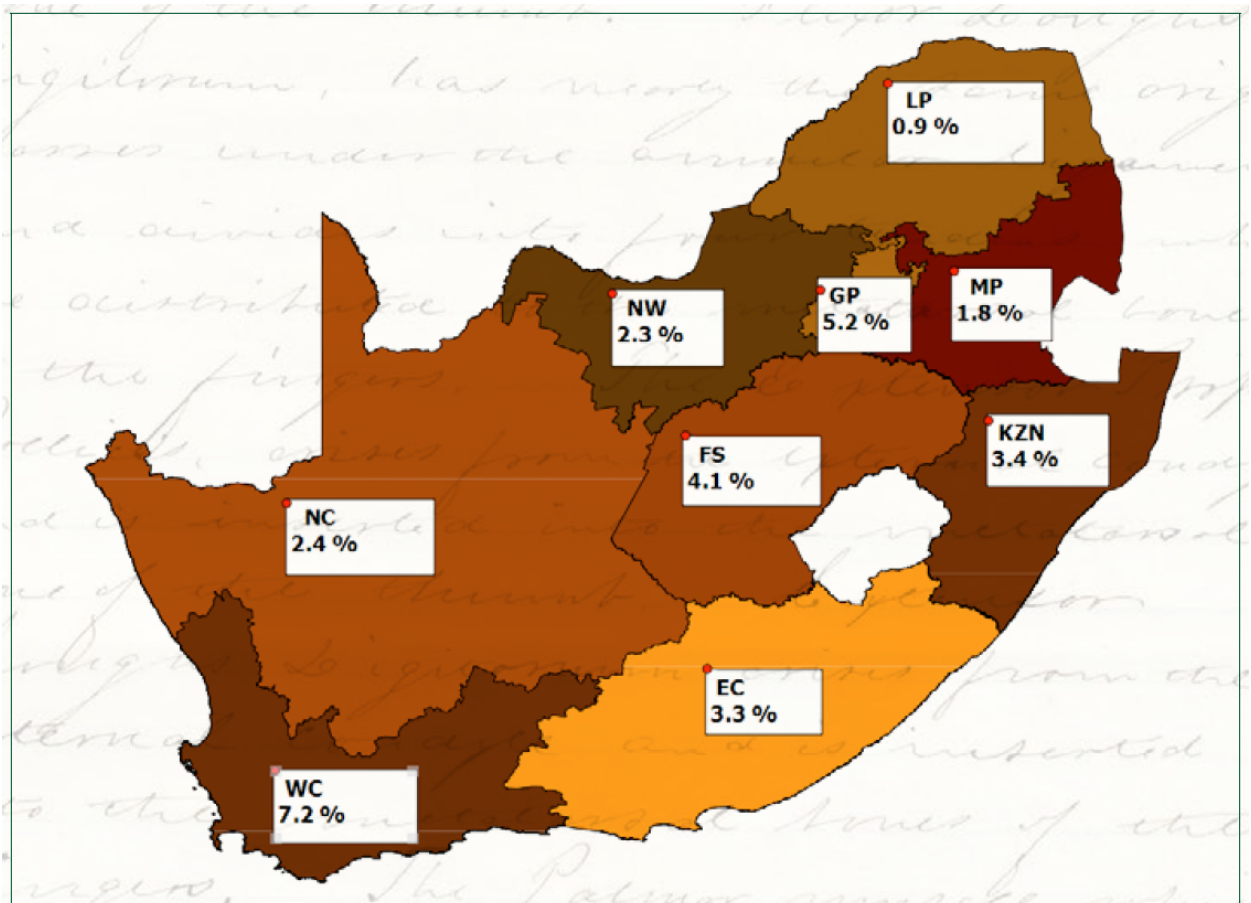
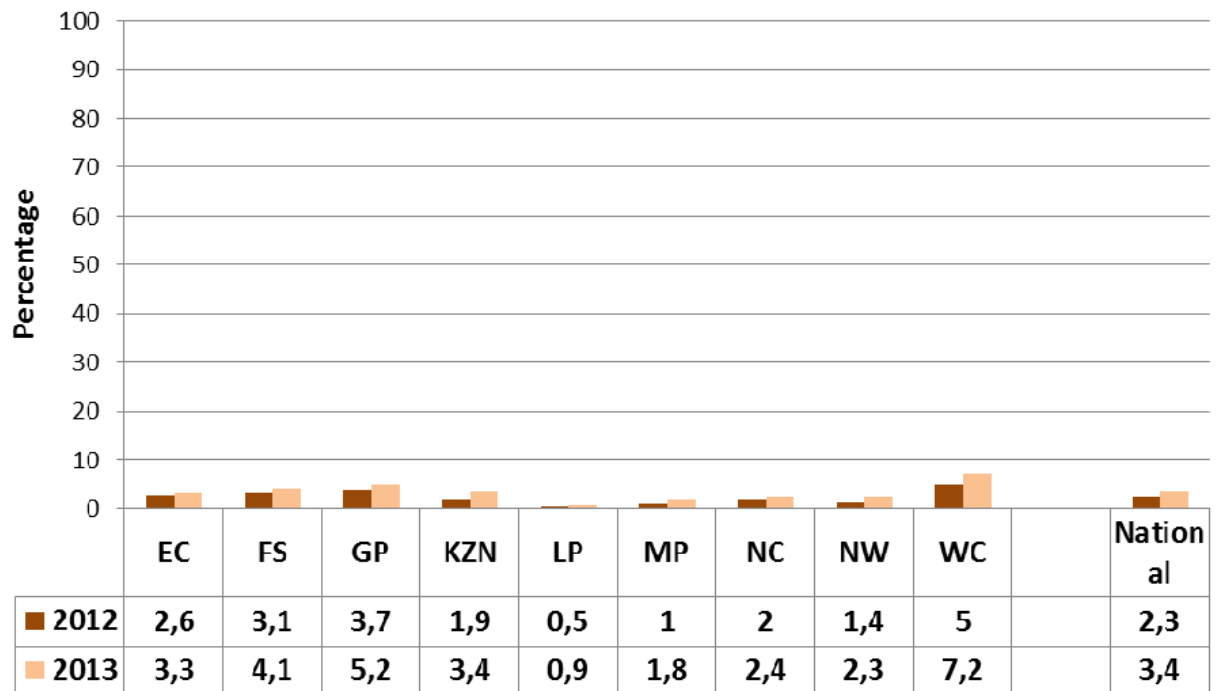
PROVINCIAL ACHIEVEMENT IN GRADE 6 FIRST ADD LANG IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
	2012	2013	2012	2013	2012	2013
Eastern Cape						
	4	6	36.3	43.2	25.0	36.2
National			35.6	45.7	24.4	41.2

GRADE 9 MATHEMATICS AVERAGE PERCENTAGE MARK



GRADE 9 MATHEMATICS ACCEPTABLE ACHIEVEMENT



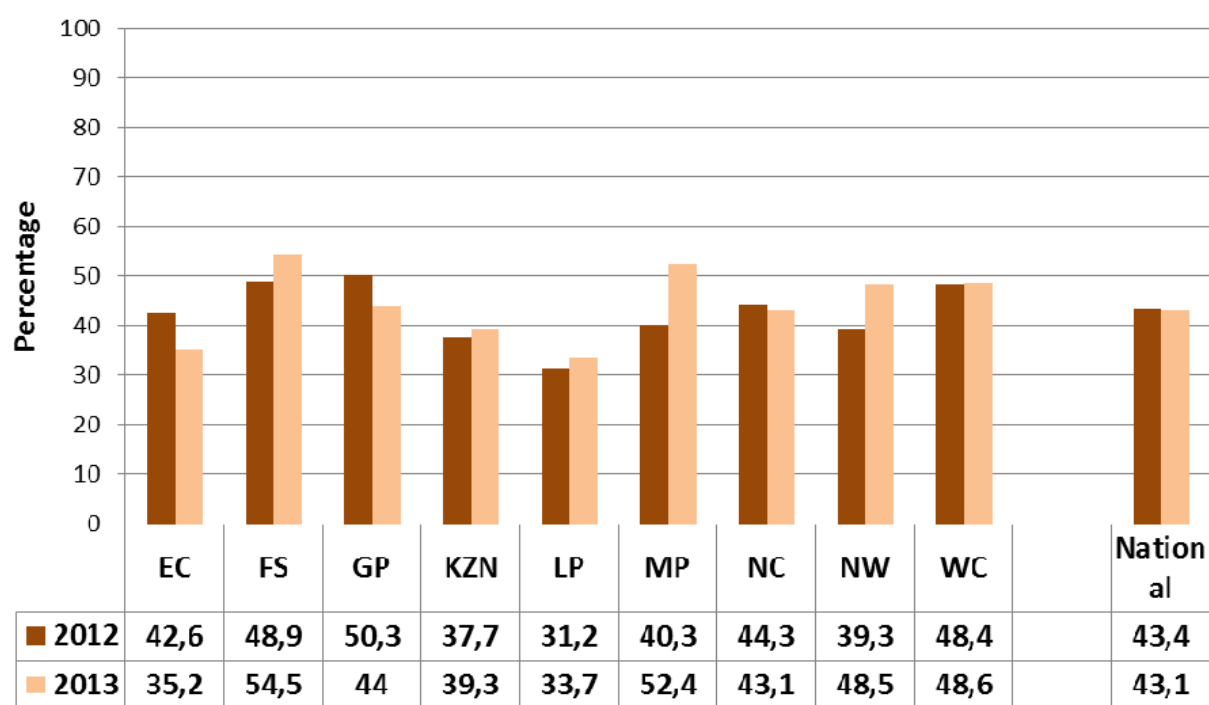
Although Grade 9 learners performed poorly in Mathematics, there was a marginal increase in learners' marks. The percentage of learners attaining

acceptable achievement levels varied across provinces from 0.9% for Limpopo to 7.2% for Western Cape.

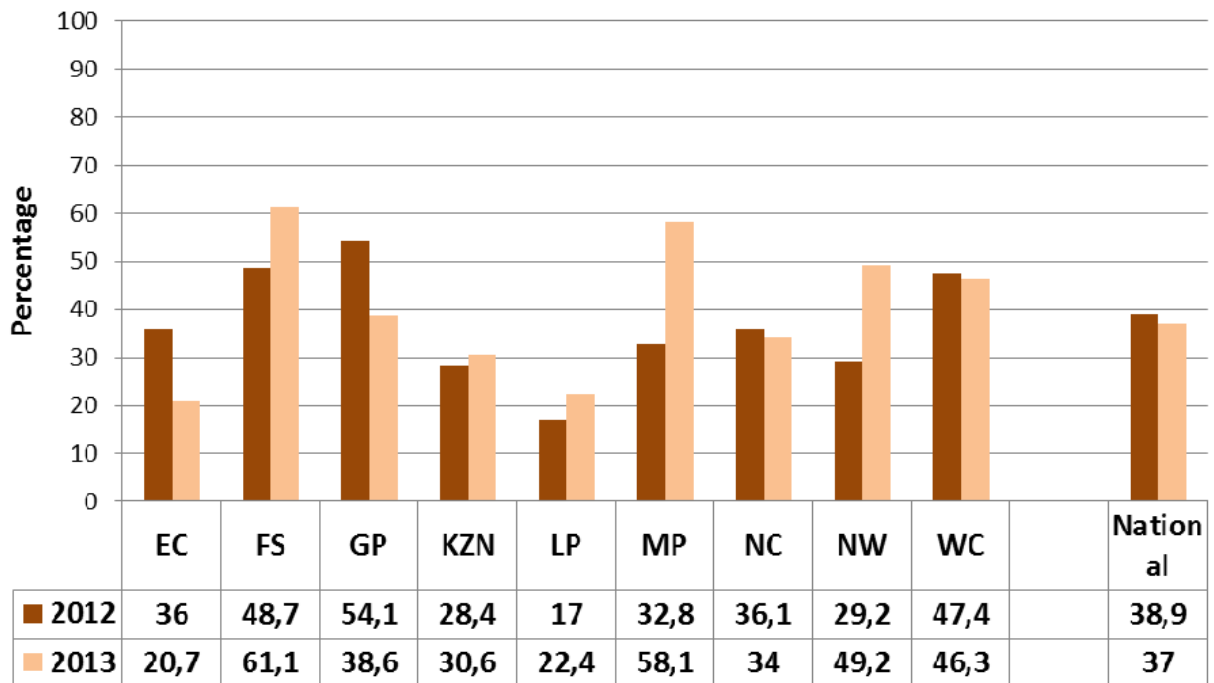
PROVINCIAL ACHIEVEMENT IN GRADE 9 MATHEMATICS IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	3	4	14.6	15.8	2.6	3.3
National			12.7	13.9	2.3	3.4

GRADE 9 HOME LANGUAGE AVERAGE PERCENTAGE MARK



GRADE 9 HOME LANGUAGE ACCEPTABLE ACHIEVEMENT

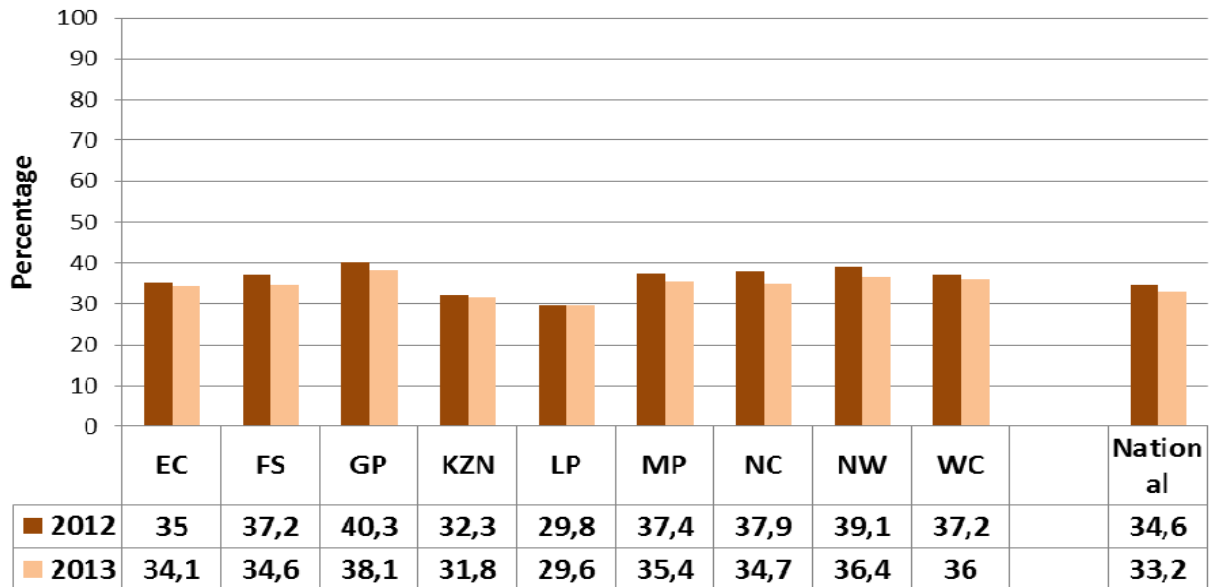


The percentage of learners attaining acceptable achievement levels varied across provinces from 20.7% for Eastern Cape to 61.1% for Free State.

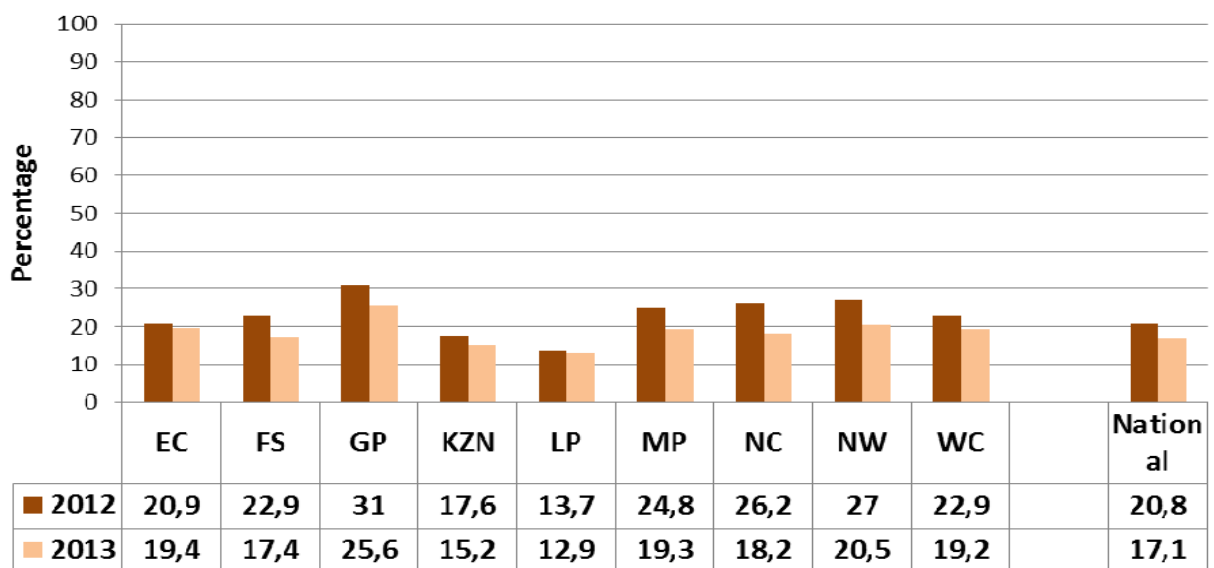
PROVINCIAL ACHIEVEMENT IN GRADE 9 HOME LANGUAGE IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
Eastern Cape	2012	2013	2012	2013	2012	2013
	5	8	42.6	35.2	36.0	20.7
National			43.4	43.1	38.9	37

GRADE 9 FIRST ADDITIONAL LANGUAGE AVERAGE PERCENTAGE MARK



GRADE 9 FIRST ADDITIONAL LANGUAGE ACCEPTABLE ACHIEVEMENT



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

PROVINCIAL ACHIEVEMENT IN GRADE 9 FIRST ADD LANG IN 2013

Province	Position		Average Percentage of Marks		Percentage Learners Achieved 50% & Above	
	2012	2013	2012	2013	2012	2013
Eastern Cape	7	7	35.0	34.1	20.9	19.4
National			34.6	33.2	20.8	17.1

SUMMARY OF ANA PERFORMANCE - EASTERN CAPE

			POSITION		AVERAGE % MARKS	
	SUBJECT	GRADE	2012	2013	2012	2013
1	Mathematics	1	6	5	65.2	56.2
2	Languages	1	5	9	55	54.8
3	Mathematics	2	5	8	55.2	54.1
4	Languages	2	7	8	52.8	51.8
5	Mathematics	3	5	5	40.5	50.6
6	Languages	3	5	5	50.3	47.0
7	Mathematics	4	5	6	35.3	32.6
8	Home Language	4	5	8	38.3	43.0
9	First Add Lang	4	2	6	36.0	37.6
10	Mathematics	5	5	5	28.1	29.1
11	Home Language	5	5	8	35.0	36.3
12	First Add Lang	5	4	7	30.3	34.1
13	Mathematics	6	5	8	24.9	33.0
14	Home Language	6	5	9	38.4	44.8
15	First Add Lang	6	4	6	36.3	43.2
16	Mathematics	9	3	4	14.6	15.8
17	Home Language	9	5	8	42.6	35.2
18	First Add Lang	9	7	7	35.0	34.1

KEY	
	Improved
	Remain the same
	Decreased

Even though the position decreased in most of the grades the average % marks improved.

ANALYSIS BY SEVEN LEVELS OF ACHIEVEMENT

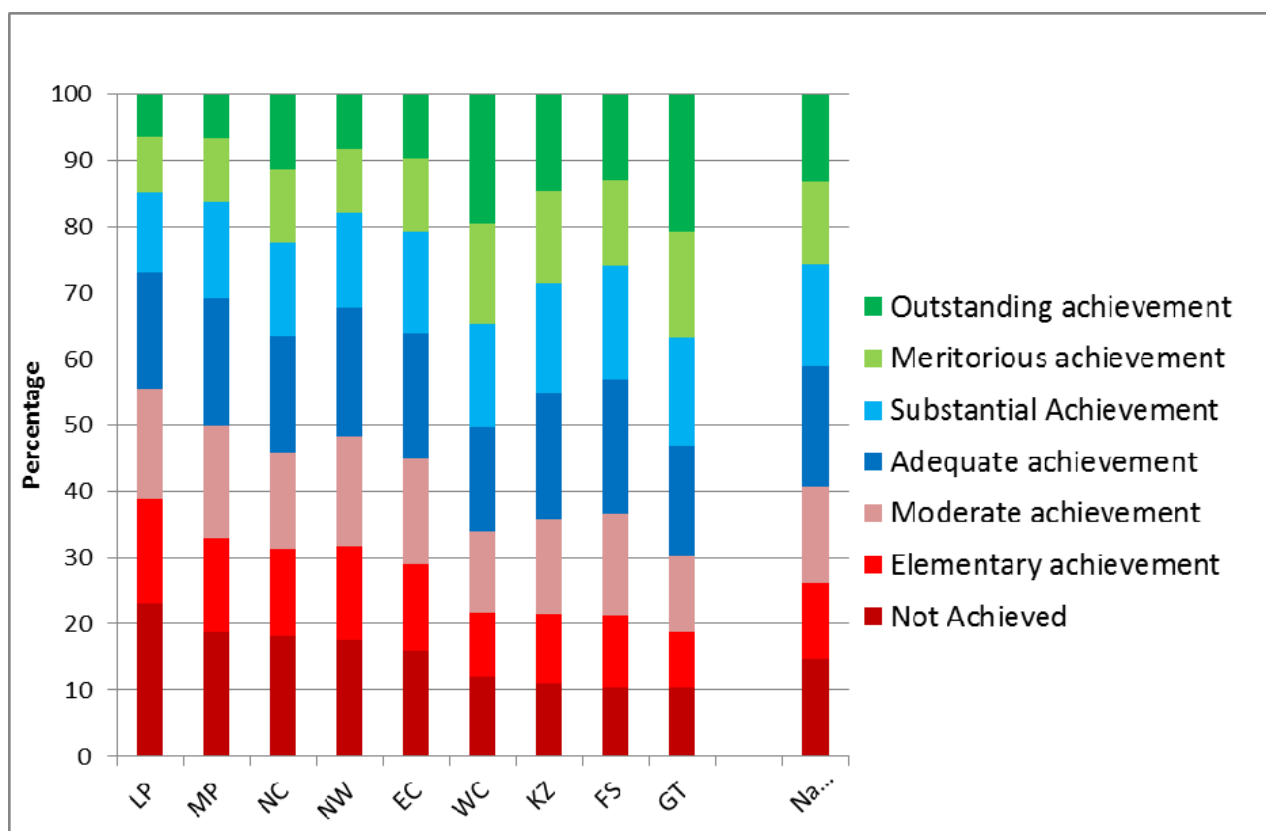
Learner achievement was expressed in terms of the seven levels of achievement specified in the CAPS document for the end of phase in Grades, 3, 6 and 9. In this section the results for each grade and subject are presented in distribution tables and graphs. The levels and descriptors are shown in the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

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

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

PERCENTAGE OF GRADE 3 LEARNERS IN ACHIEVEMENT LEVELS IN MATHEMATICS

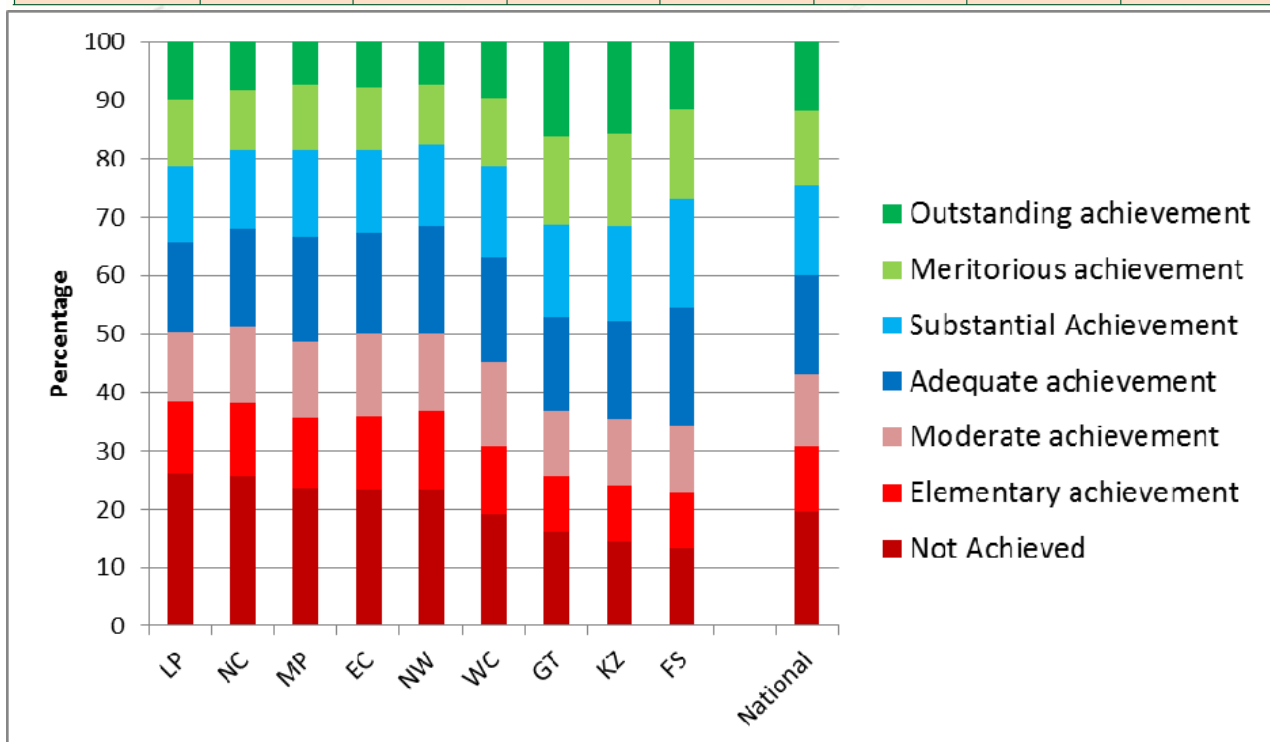
PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	16.1	12.9	16.1	18.7	15.4	11.2	9.6
FS	10.4	11.0	15.4	20.2	17.0	13.1	13.0
GP	10.3	8.4	11.5	16.6	16.4	15.9	20.9
KZ	11.2	10.5	14.4	18.7	16.8	14.0	14.5
LP	23.1	15.8	16.7	17.4	12.4	8.1	6.6
MP	18.8	14.2	16.9	19.3	14.5	9.7	6.7
NC	18.2	13.2	14.6	17.5	14.2	11.0	11.4
NW	17.7	14.1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



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

PERCENTAGE OF GRADE 3 LEARNERS IN ACHIEVEMENT LEVELS IN HOME LANGUAGE

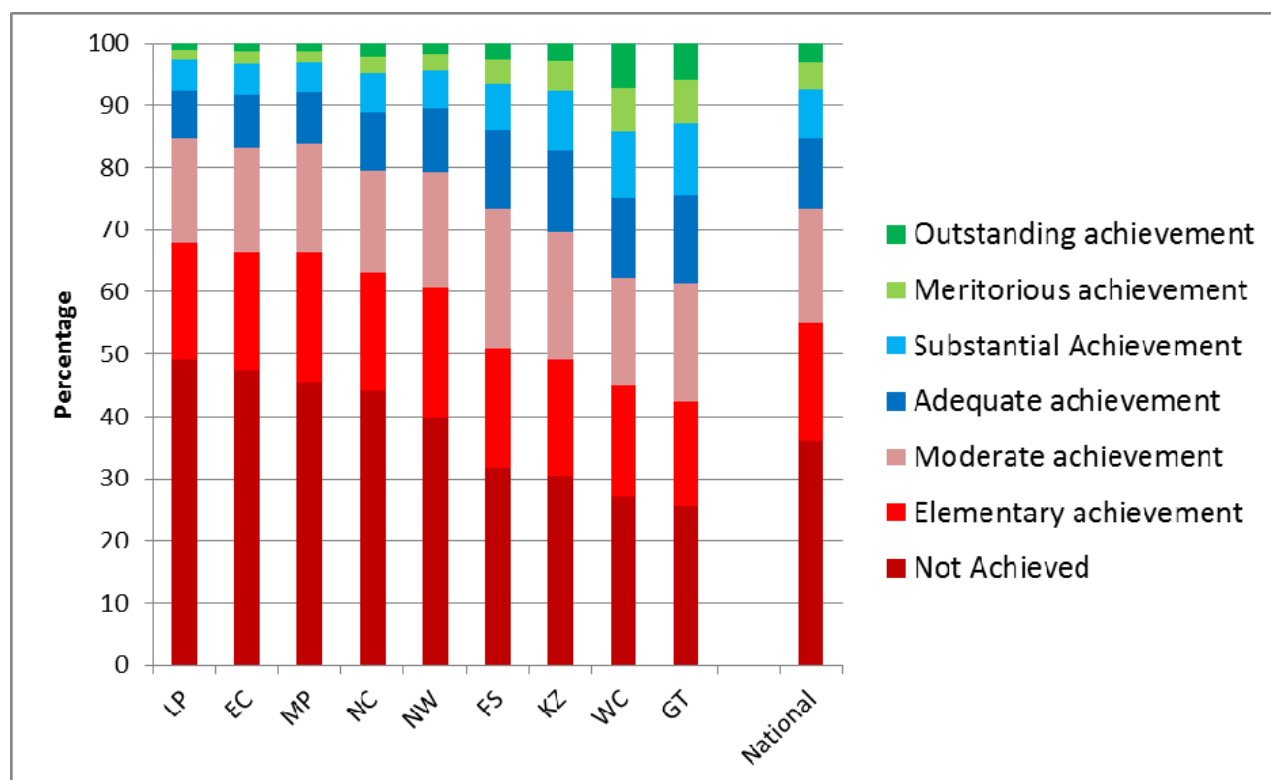
PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	23.5	12.5	14.0	17.2	14.4	10.7	7.8
FS	13.3	9.5	11.6	20.2	18.5	15.5	11.5
GP	16.0	9.6	11.2	16.2	15.8	15.0	16.2
KZ	14.5	9.6	11.3	16.7	16.4	15.6	15.9
LP	26.2	12.3	11.7	15.6	13.2	11.0	10.1
MP	23.6	12.2	12.8	17.9	14.9	11.2	7.4
NC	25.7	12.5	13.3	16.7	13.4	10.3	8.2
NW	23.4	13.3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



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

PERCENTAGE OF GRADE 6 LEARNERS IN ACHIEVEMENT LEVELS IN MATHEMATICS

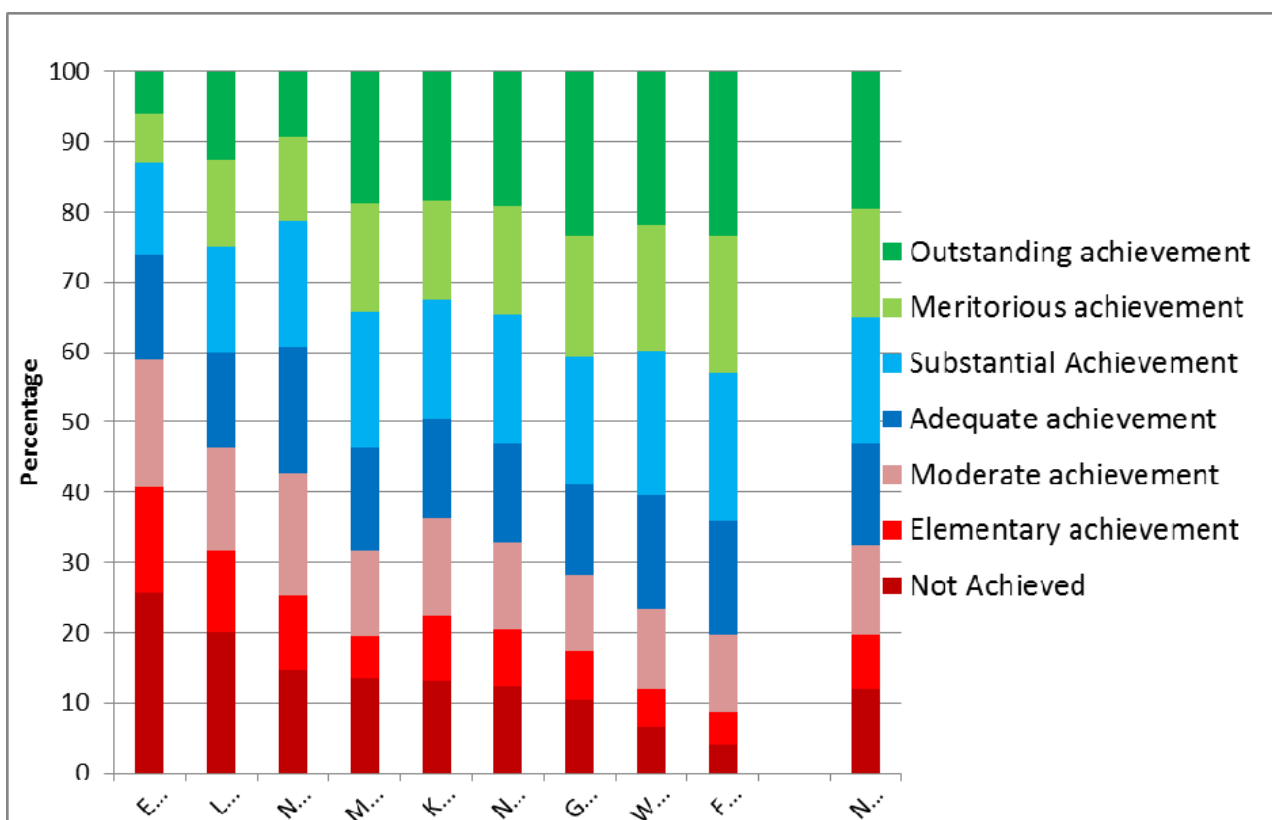
PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	47.5	19.0	16.7	8.5	5.0	2.0	1.2
FS	31.7	19.3	22.5	12.4	7.7	3.7	2.6
GP	25.6	16.7	19.0	14.1	11.5	7.2	5.8
KZ	30.4	18.6	20.6	13.3	9.5	4.6	3.0
LP	49.0	18.9	16.7	7.9	4.7	1.8	1.0
MP	45.6	21.0	17.3	8.1	4.9	1.9	1.1
NC	44.1	19.1	16.2	9.4	6.3	2.8	2.1
NW	39.6	21.0	18.7	10.3	6.0	2.7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



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

PERCENTAGE OF GRADE 6 LEARNERS IN ACHIEVEMENT LEVELS IN HOME LANGUAGE

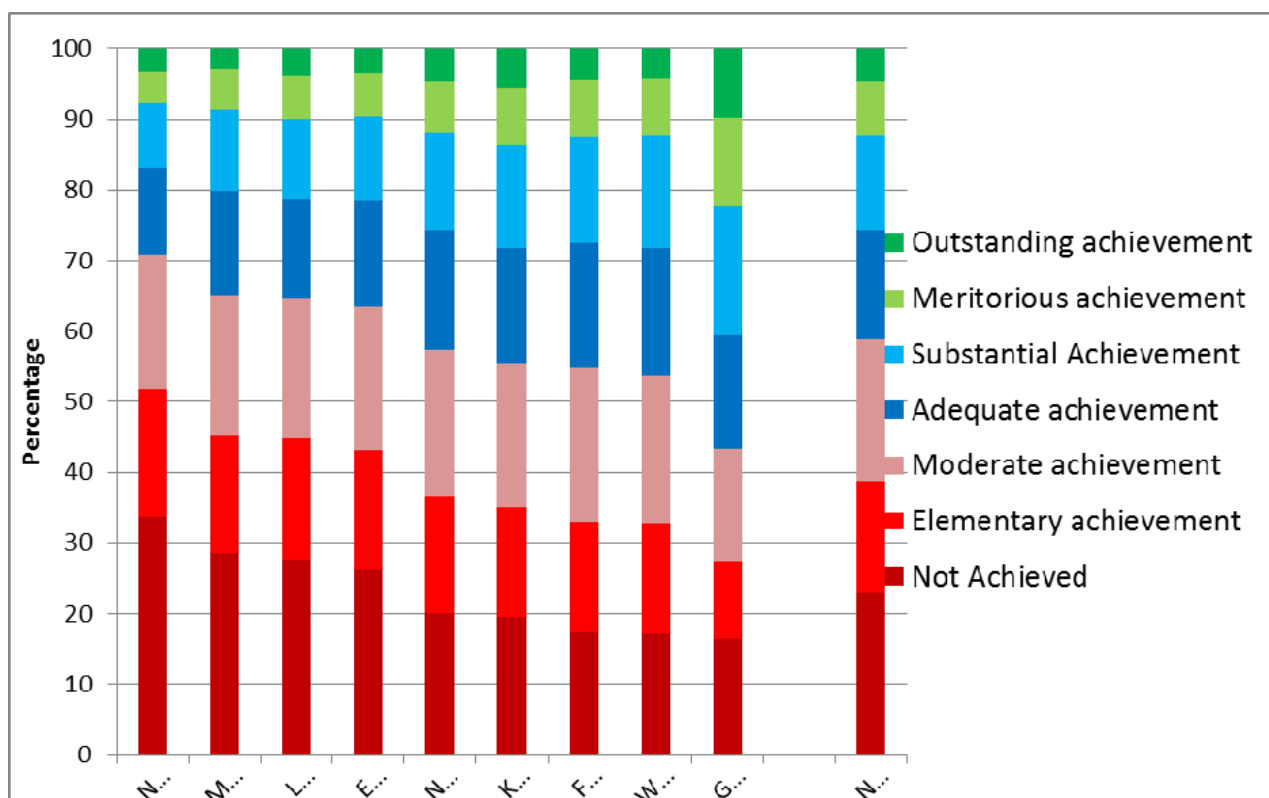
PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	25.7	15.1	18.2	14.9	13.0	7.1	6.0
FS	4.1	4.7	10.8	16.2	21.3	19.5	23.4
GP	10.3	6.9	11.0	13.0	18.1	17.3	23.4
KZ	13.2	9.4	13.7	14.2	17.1	14.0	18.5
LP	20.1	11.6	14.7	13.7	15.1	12.2	12.7
MP	13.5	6.1	12.0	14.9	19.3	15.5	18.7
NC	14.6	10.7	17.4	18.1	18.1	11.7	9.4
NW	12.3	8.2	12.4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



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

PERCENTAGE OF GRADE 6 LEARNERS IN ACHIEVEMENT LEVELS IN FIRST ADDITIONAL LANGUAGE

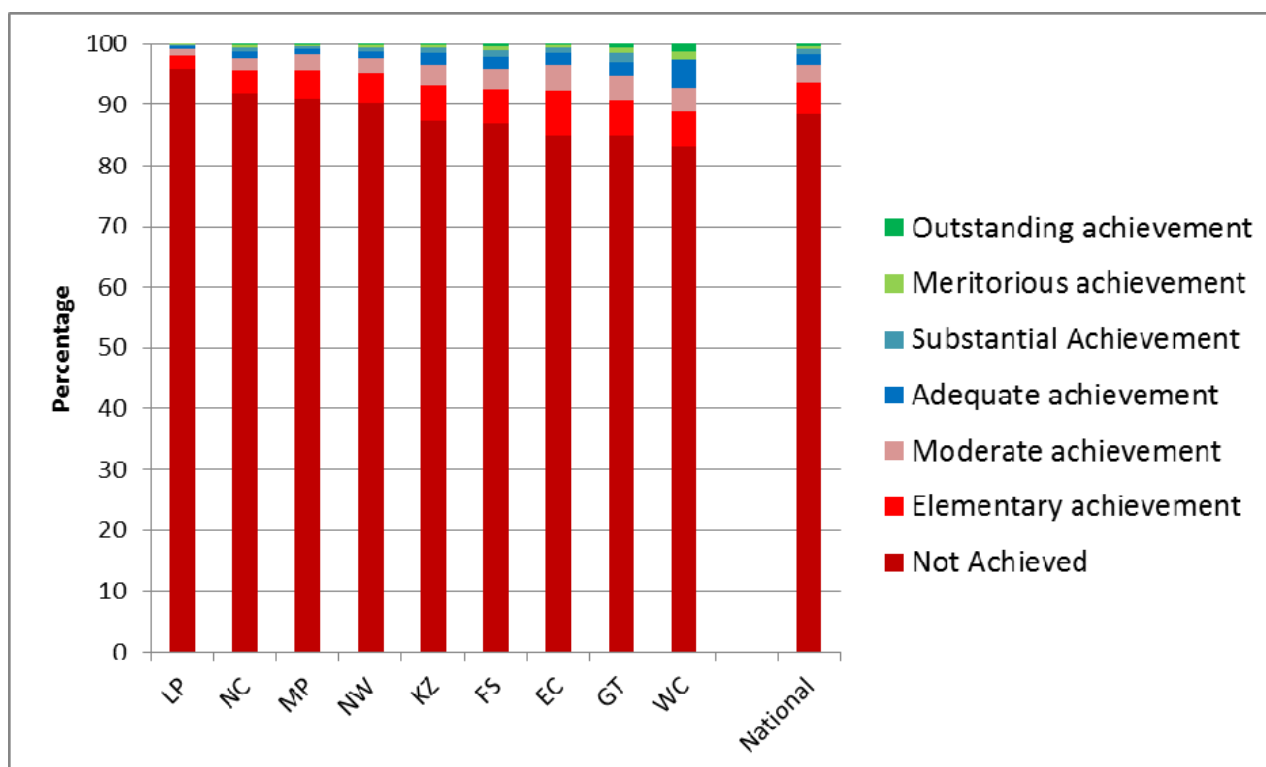
PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	26.2	16.9	20.3	14.9	12.0	6.1	3.5
FS	17.4	15.6	21.8	17.7	15.0	8.1	4.5
GP	16.4	10.9	16.0	16.0	18.3	12.6	9.9
KZ	19.6	15.5	20.2	16.4	14.7	8.2	5.5
LP	27.4	17.4	19.8	14.2	11.4	6.0	3.9
MP	28.5	16.7	19.9	14.7	11.5	5.8	2.9
NC	33.7	18.1	19.1	12.1	9.2	4.4	3.4
NW	20.1	16.4	20.9	17.0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



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

PERCENTAGE OF GRADE 9 LEARNERS IN ACHIEVEMENT LEVELS IN MATHEMATICS

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

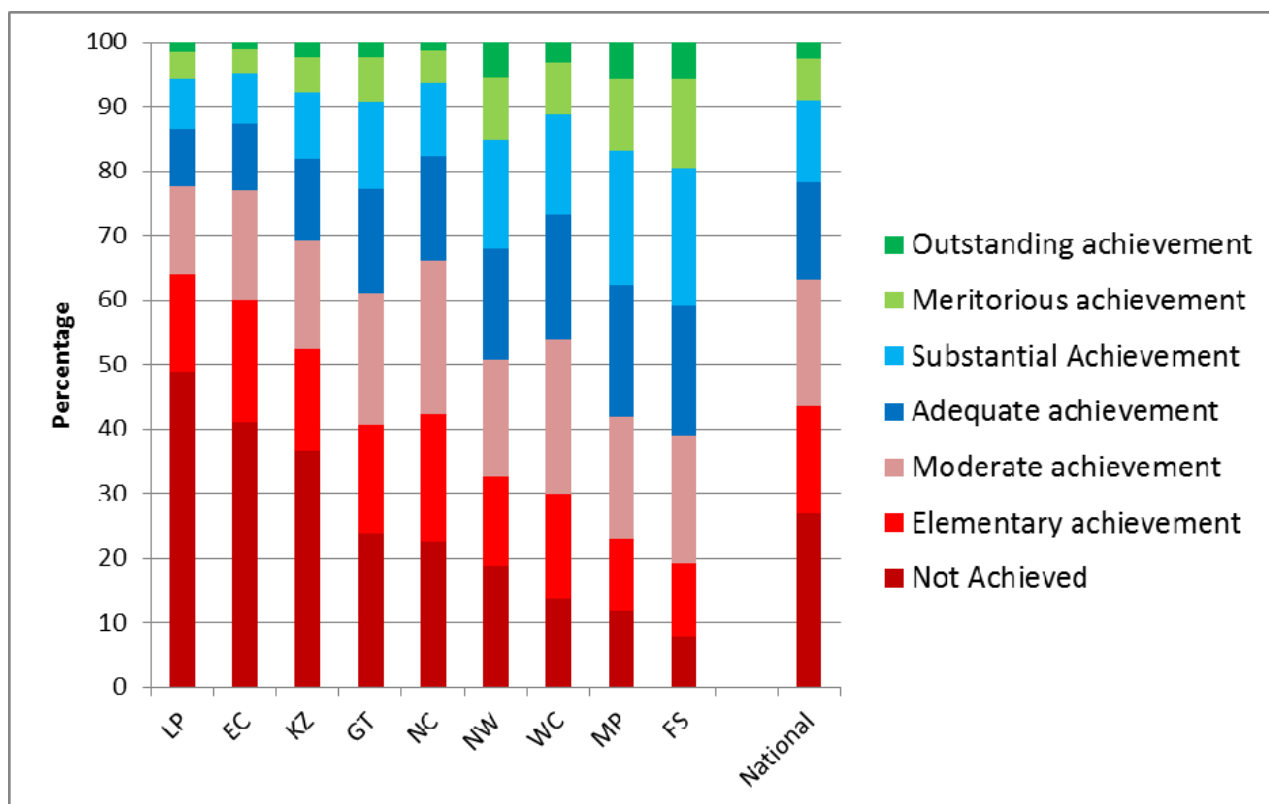


About 88% of the learners performed at the Not Achieved level in Grade 9 Mathematics. About 2% of learners performed at high achievement levels.

PERCENTAGE OF GRADE 9 LEARNERS IN ACHIEVEMENT LEVELS IN

HOME LANGUAGE

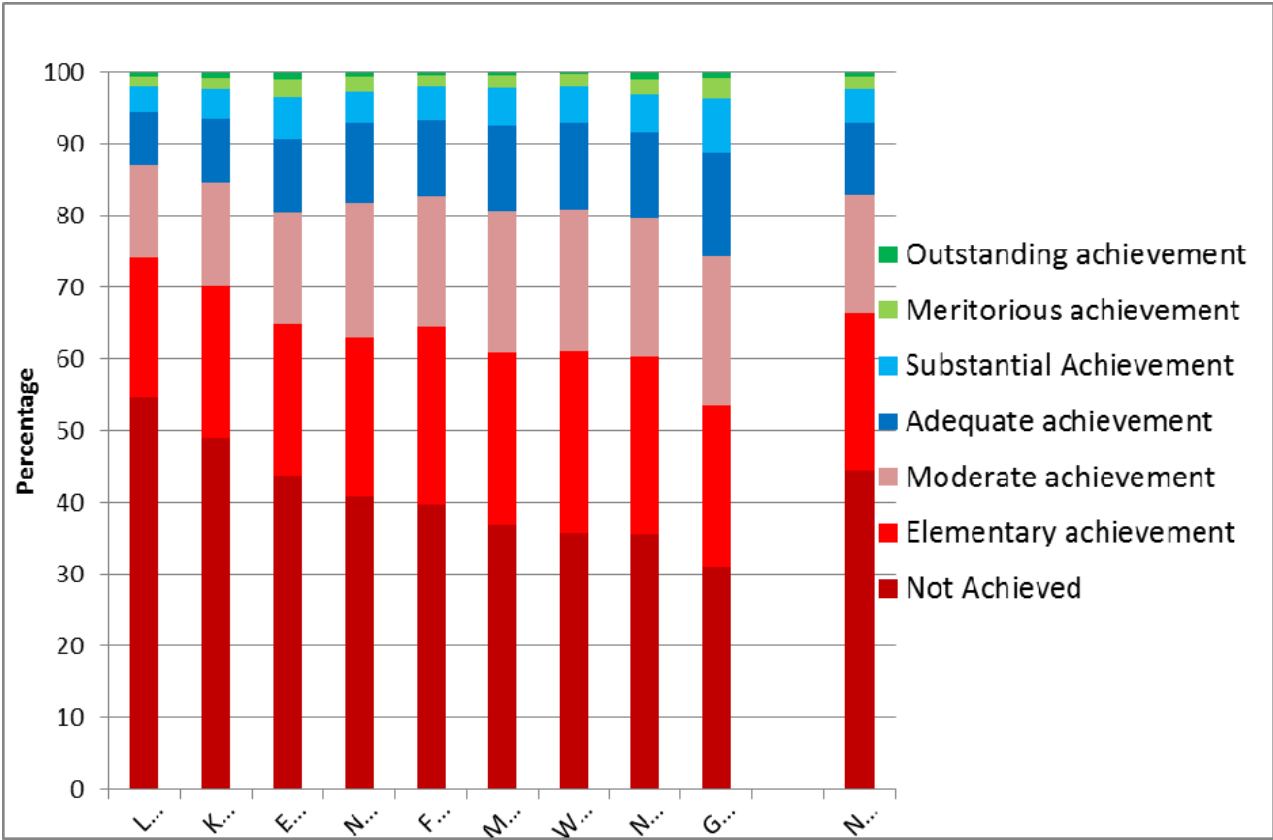
PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	41.0	19.1	17.0	10.2	7.9	3.6	1.2
FS	7.8	11.5	19.7	20.0	21.5	14.0	5.6
GP	24.0	16.6	20.4	16.1	13.6	6.8	2.3
KZ	36.6	15.8	17.0	12.5	10.3	5.5	2.3
LP	48.7	15.1	13.8	9.0	7.8	4.1	1.6
MP	11.7	11.1	19.1	20.4	20.6	11.5	5.6
NC	22.5	19.7	23.8	16.2	11.3	5.1	1.4
NW	18.8	13.7	18.2	17.2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



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

PERCENTAGE OF GRADE 9 LEARNERS IN ACHIEVEMENT LEVELS IN FIRST ADDITIONAL LANGUAGE

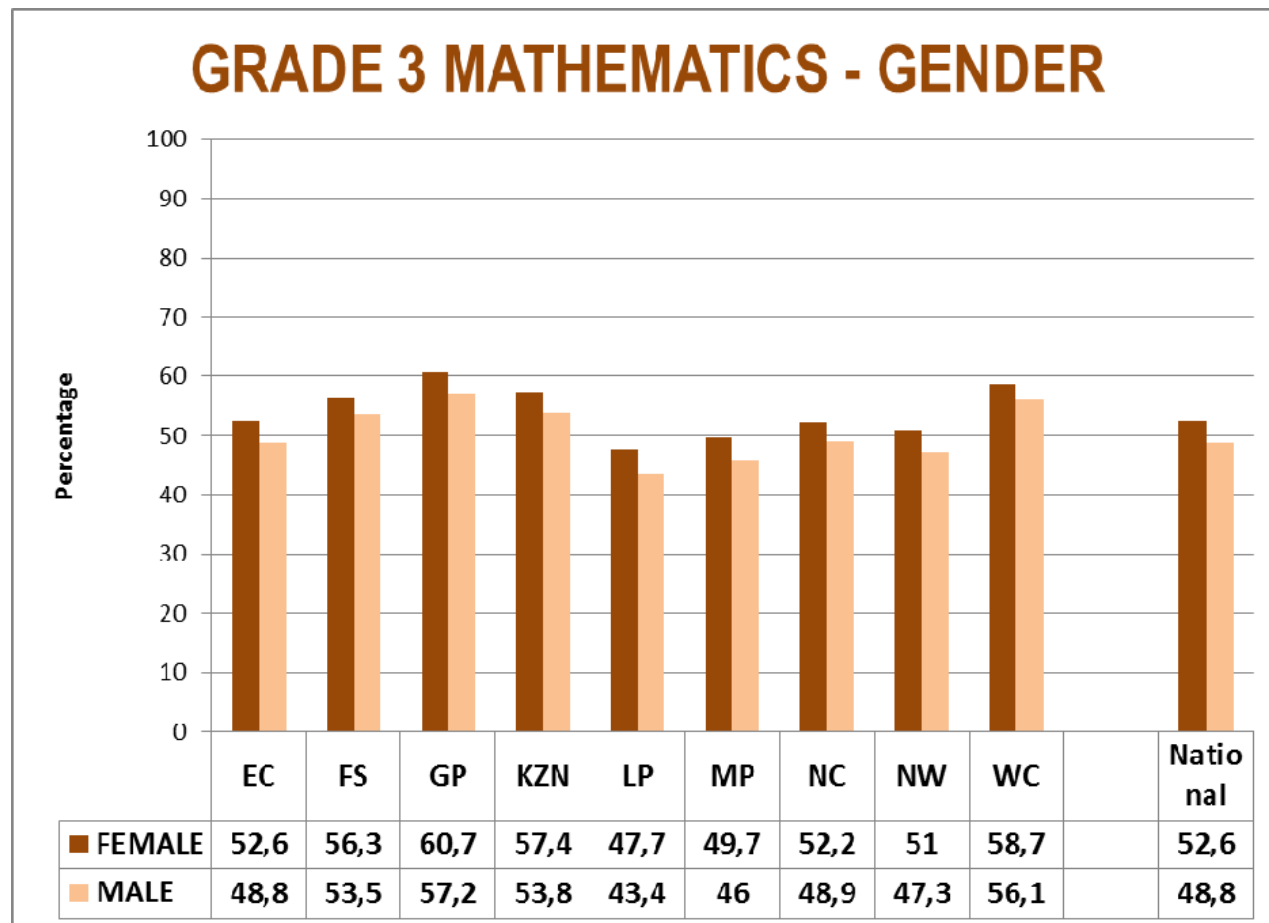
PROVINCE	L1	L2	L3	L4	L5	L6	L7
EC	43.7	21.1	15.7	10.2	5.7	2.7	0.9
FS	39.7	24.7	18.2	10.6	4.8	1.6	0.4
GP	31.0	22.5	20.9	14.4	7.5	2.9	0.8
KZ	49.1	21.0	14.7	8.6	4.3	1.7	0.7
LP	54.7	19.5	12.9	7.3	3.6	1.4	0.5
MP	36.8	24.1	19.8	11.8	5.2	1.8	0.4
NC	40.9	22.2	18.7	11.1	4.3	2.1	0.6
NW	35.5	24.7	19.3	12.0	5.4	2.2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



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

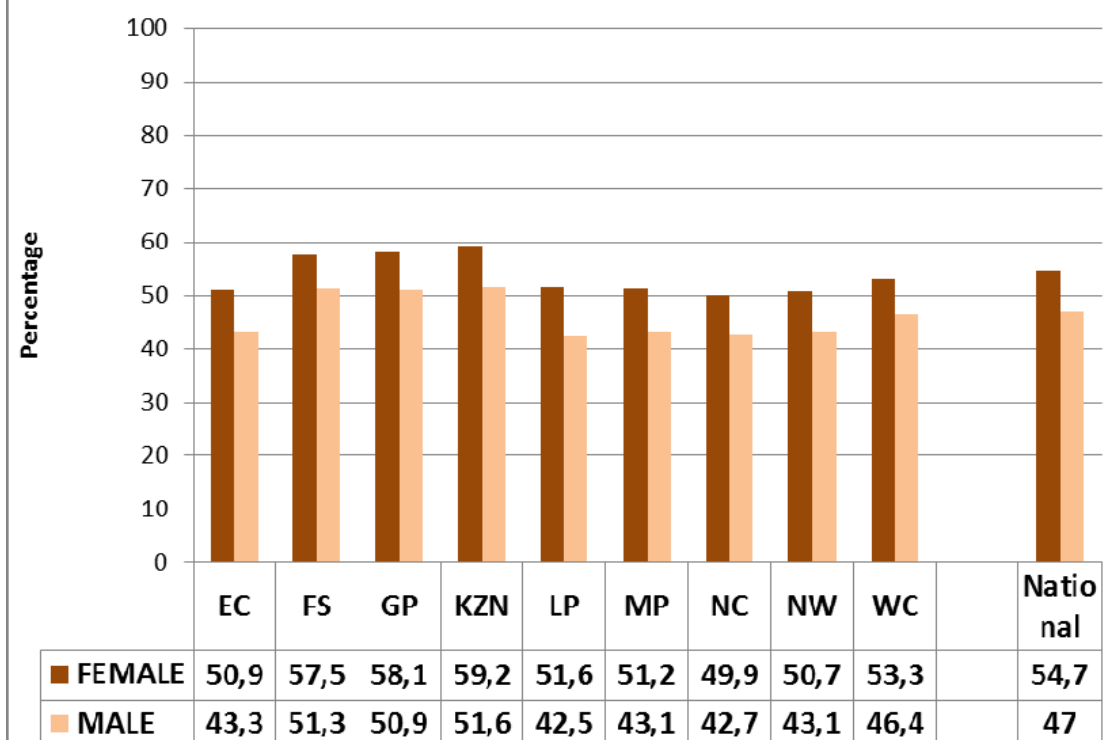
ANALYSIS OF ACHIEVEMENT BY GENDER

The average percentage marks obtained by males and females are depicted in the graphs below for Grades 3, 6 and 9 per subject



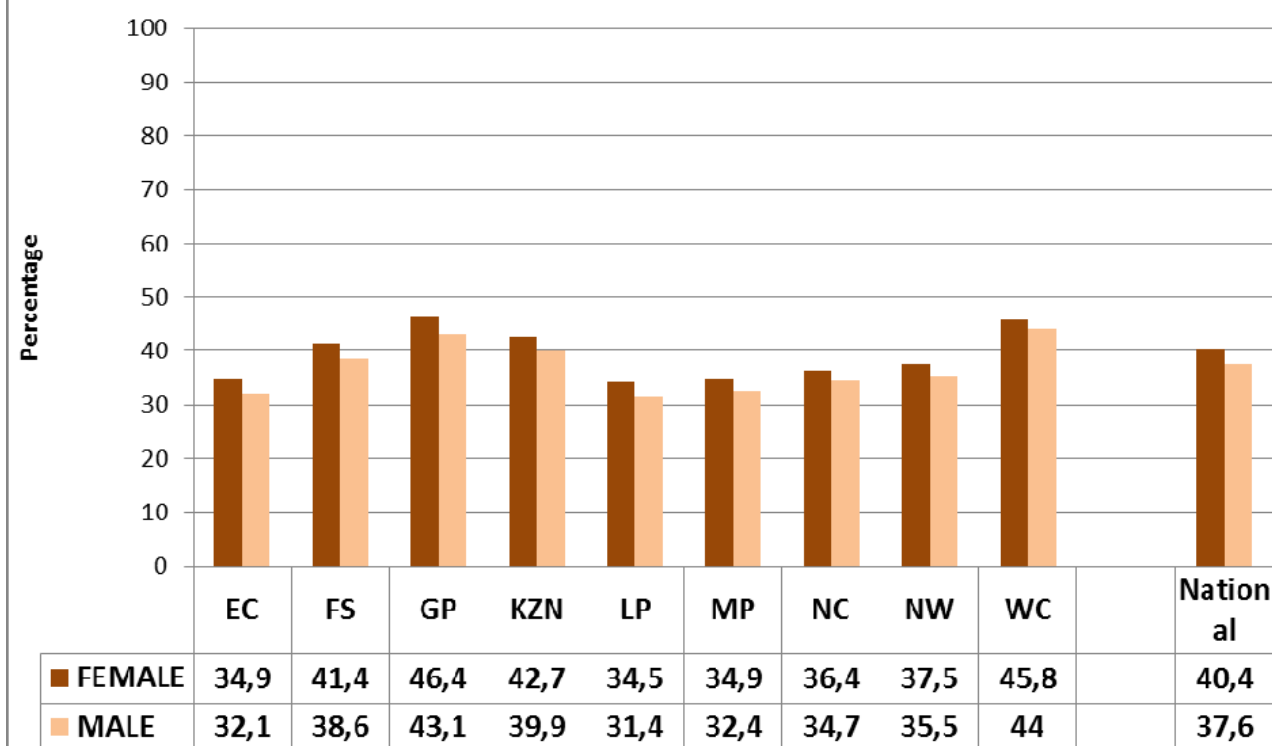
Females performed better than males in all provinces.

GRADE 3 LANGUAGE - GENDER



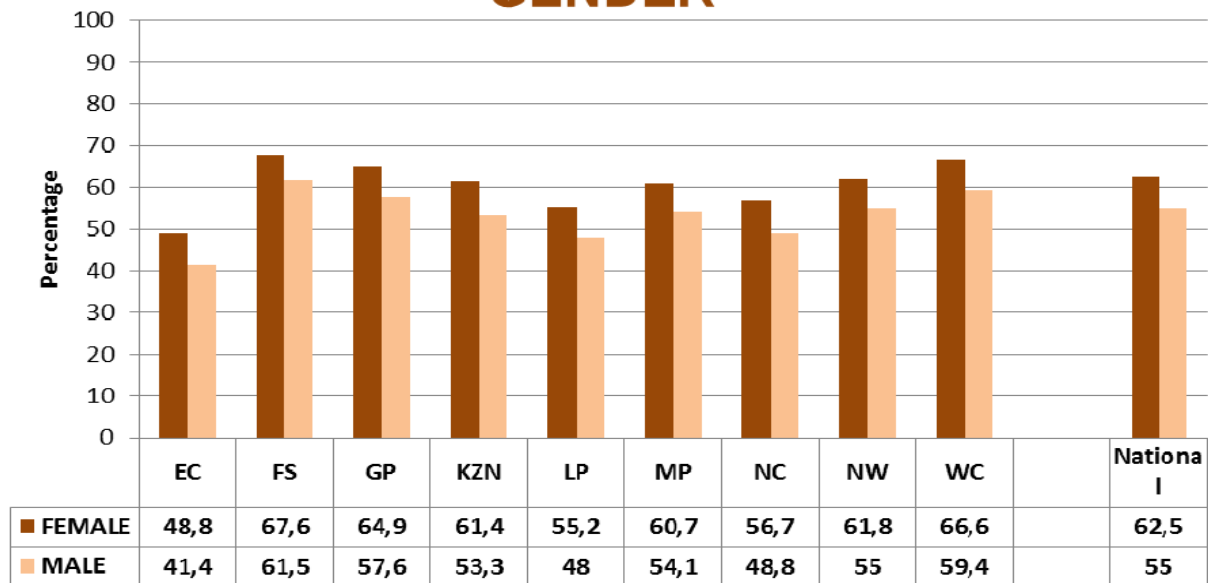
Females performed better than males in all provinces.

GRADE 6 MATHEMATICS - GENDER



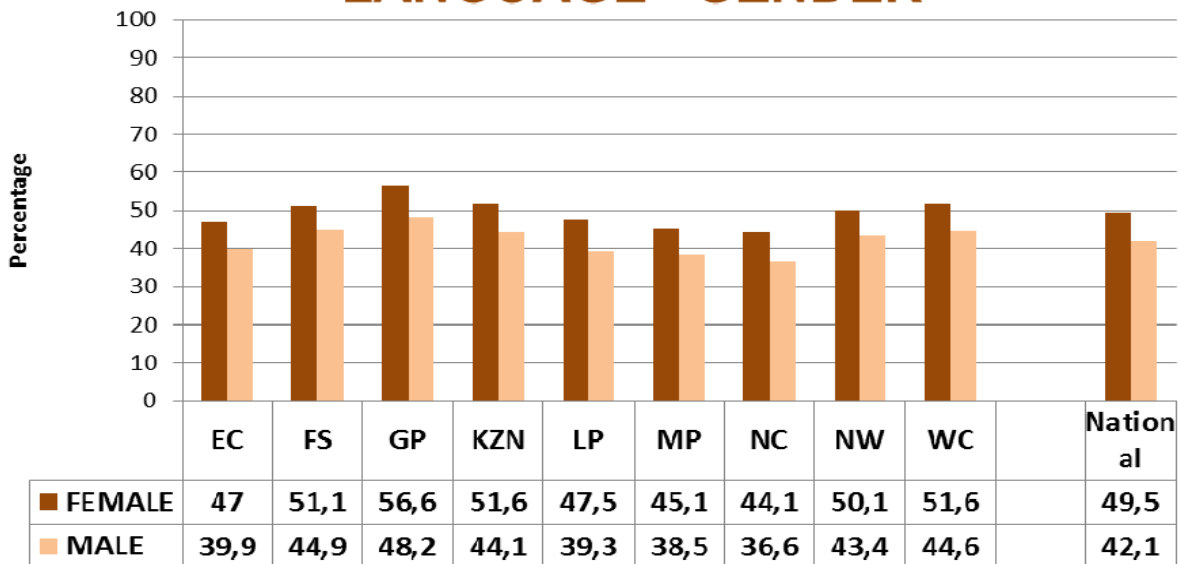
Females performed better than males in all provinces.

GRADE 6 HOME LANGUAGE - GENDER



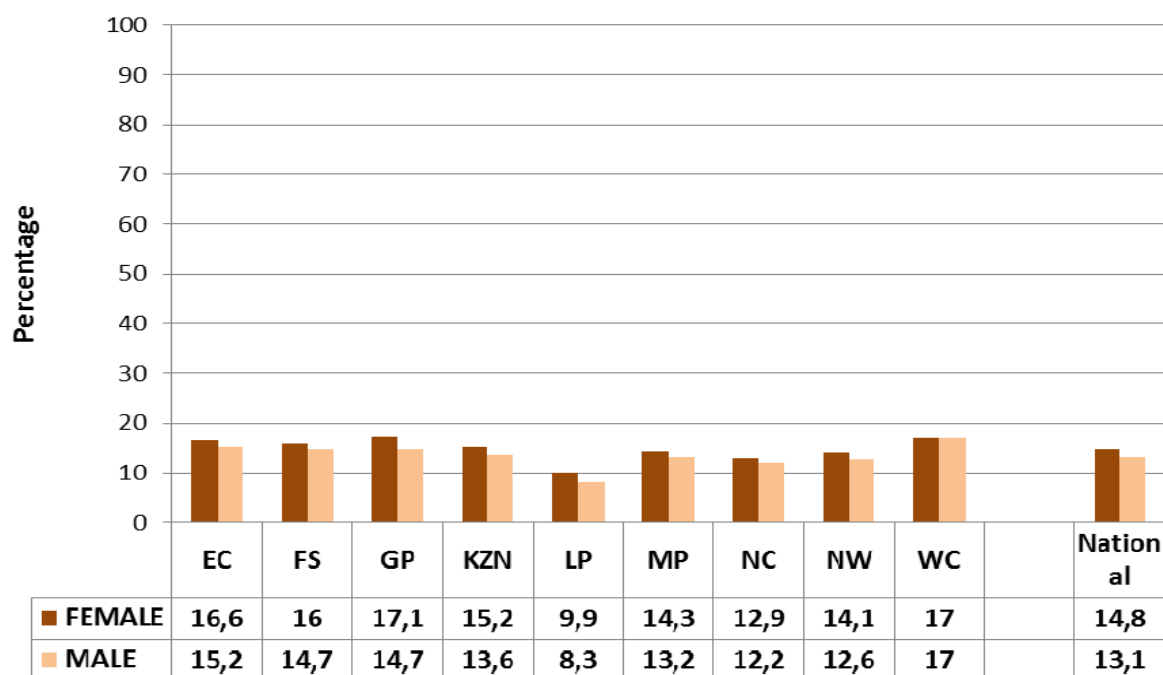
Females performed better than males in all provinces.

GRADE 6 FIRST ADDITIONAL LANGUAGE - GENDER



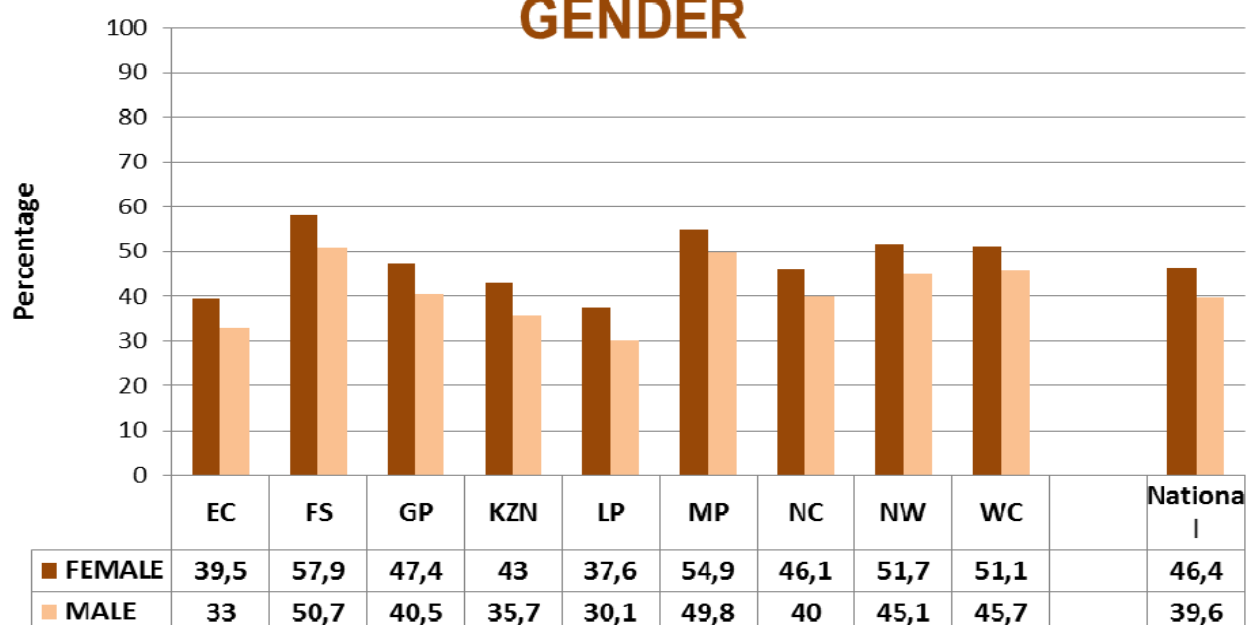
Females performed better than males in all provinces.

GRADE 9 MATHEMATICS - GENDER



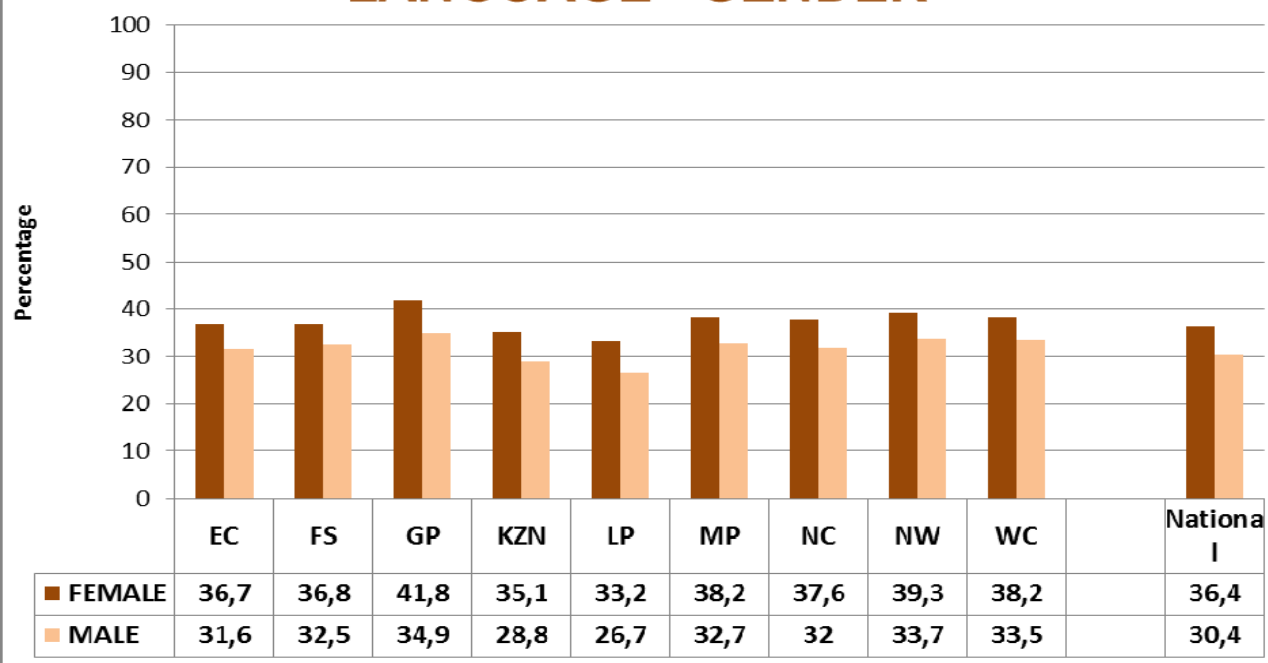
Females performed better than males in all provinces.

GRADE 9 HOME LANGUAGE - GENDER



Females performed better than males in all provinces.

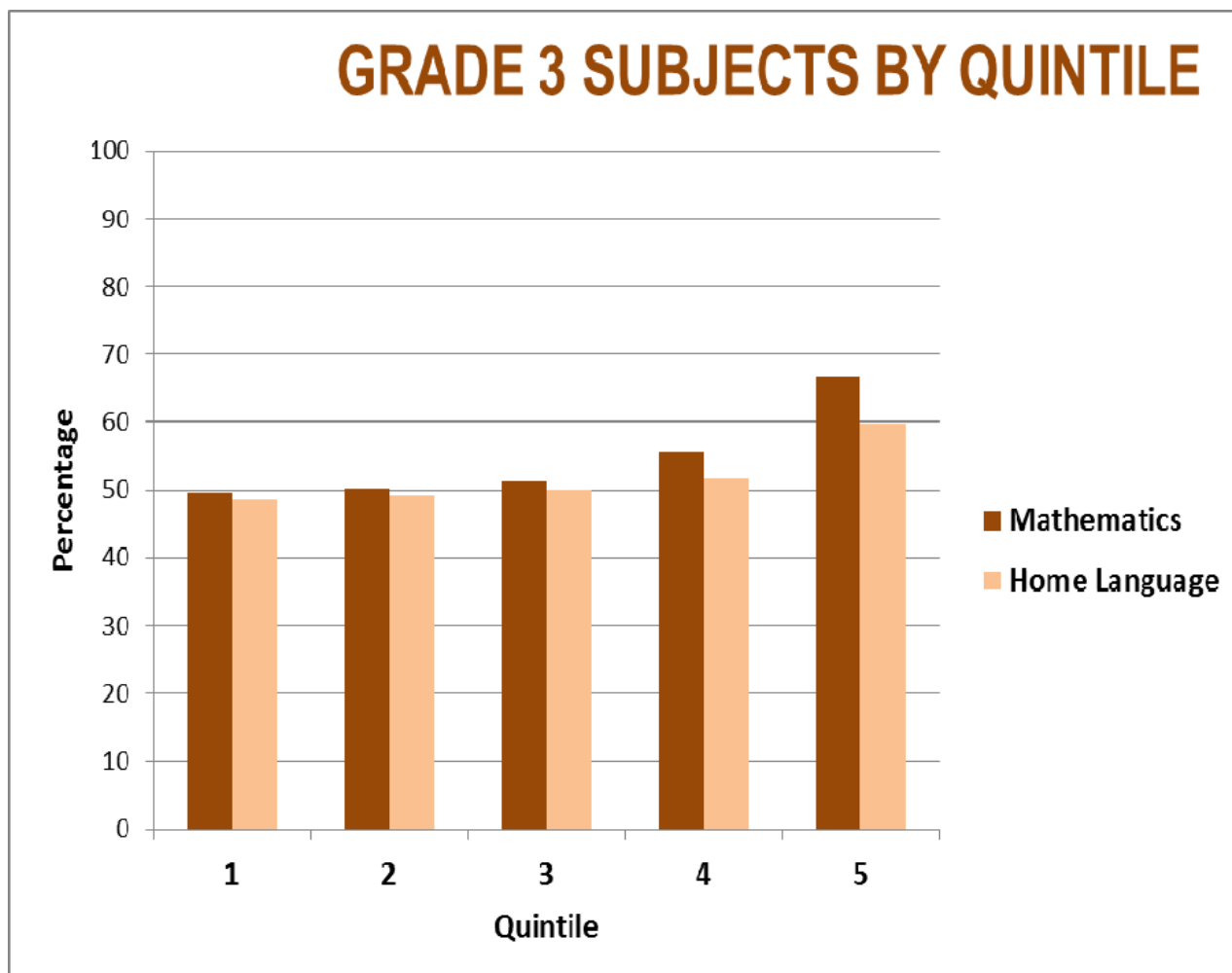
GRADE 9 FIRST ADDITIONAL LANGUAGE - GENDER



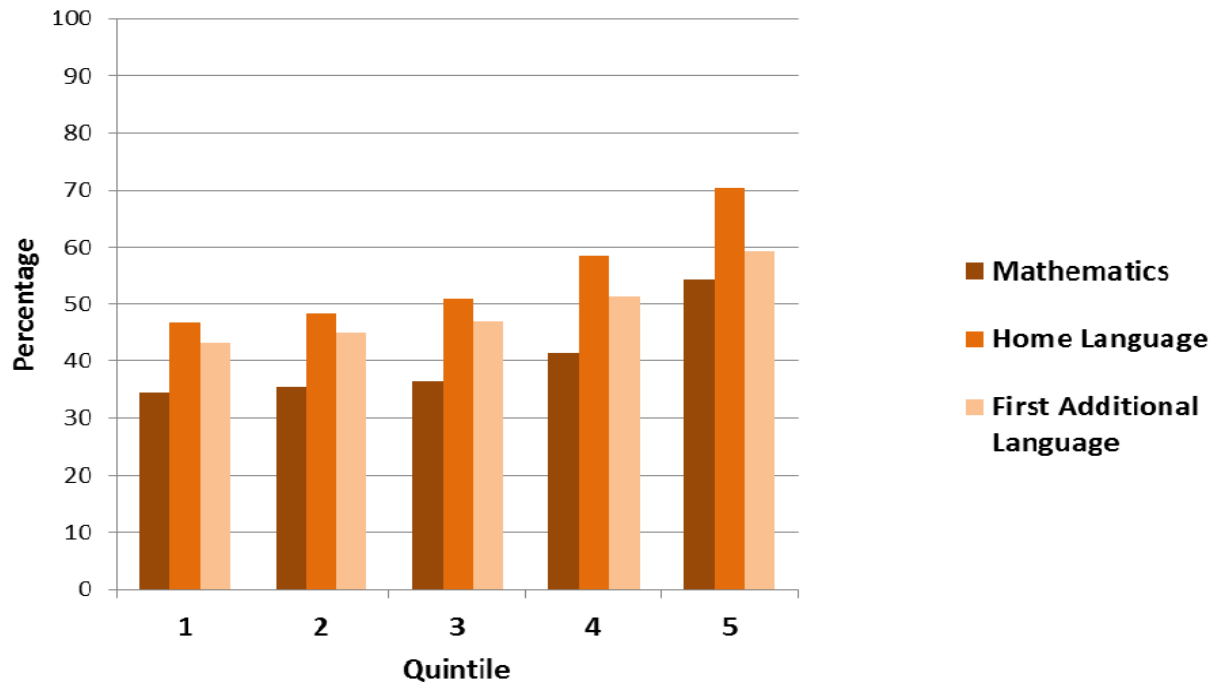
Females performed better than males in all provinces.

ANALYSIS BY OFFICIAL SCHOOL POVERTY QUINTILE

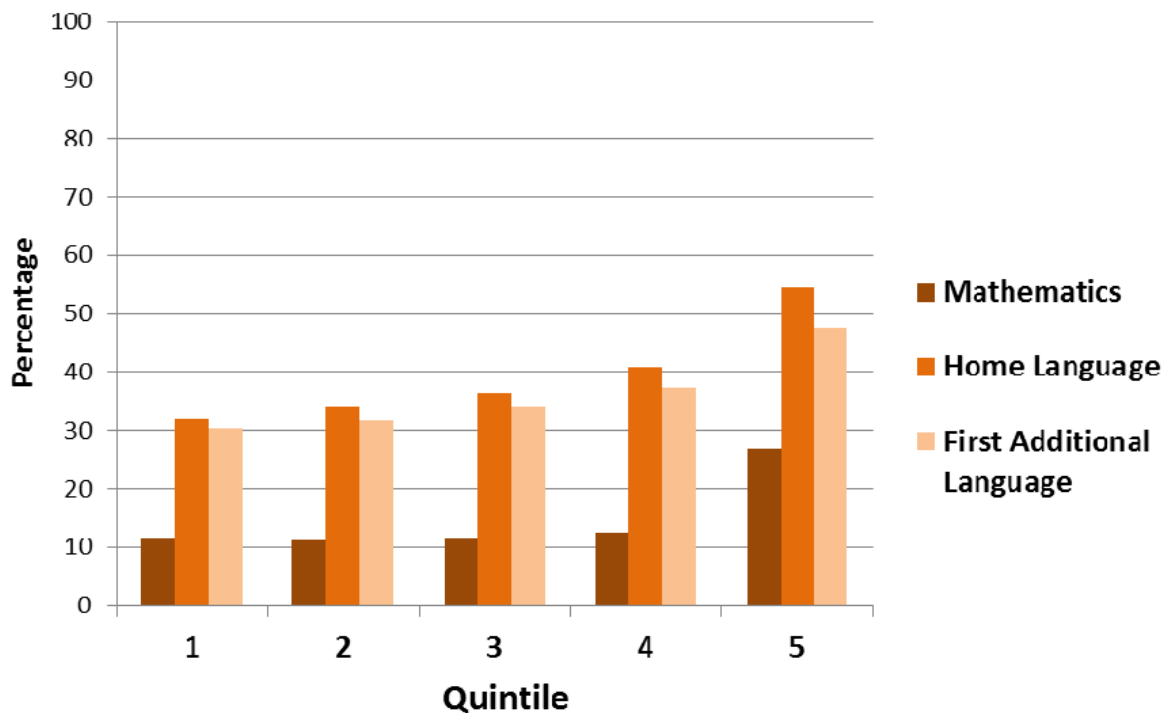
Schools are categorised according to a poverty index, referred to as a quintile, where a quintile of 1 would indicate 'poverty', and a quintile of 5 would indicate 'affluence' in the parent community. **Graphs** below show how the average percentage mark of learners varies across quintiles for each subject.



GRADE 6 SUBJECTS BY QUINTILE



GRADE 9 SUBJECTS BY QUINTILE



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

ANALYSIS OF LANGUAGE PERFORMANCE IN THE LANGUAGE OF LEARNING AND TEACHING

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

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

There is a slight variation in achievement across the grades.

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

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

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

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

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

PERFORMANCE BY DISTRICT

In the following tables' average percentage in Grades 3, 6 and 9 Mathematics and Language are presented by number of district.

DISTRICT ACHIEVEMENT – GRADE 3

Average % in district	Mathematics	HL
Higher than 60%	7	0
Between 40 and 60%	73	77
Lower than 40%	1	4

DISTRICT ACHIEVEMENT – GRADE 6

Average % in district	Mathematics	HL	FAL
Higher than 60%	0	30	1
Between 40 and 60%	37	46	69
Lower than 40%	44	5	11

DISTRICT ACHIEVEMENT – GRADE 9

Average % in district	Mathematics	HL	FAL
Higher than 60%	0	2	0
Between 40 and 60%	0	46	6
Lower than 40%	81	33	75

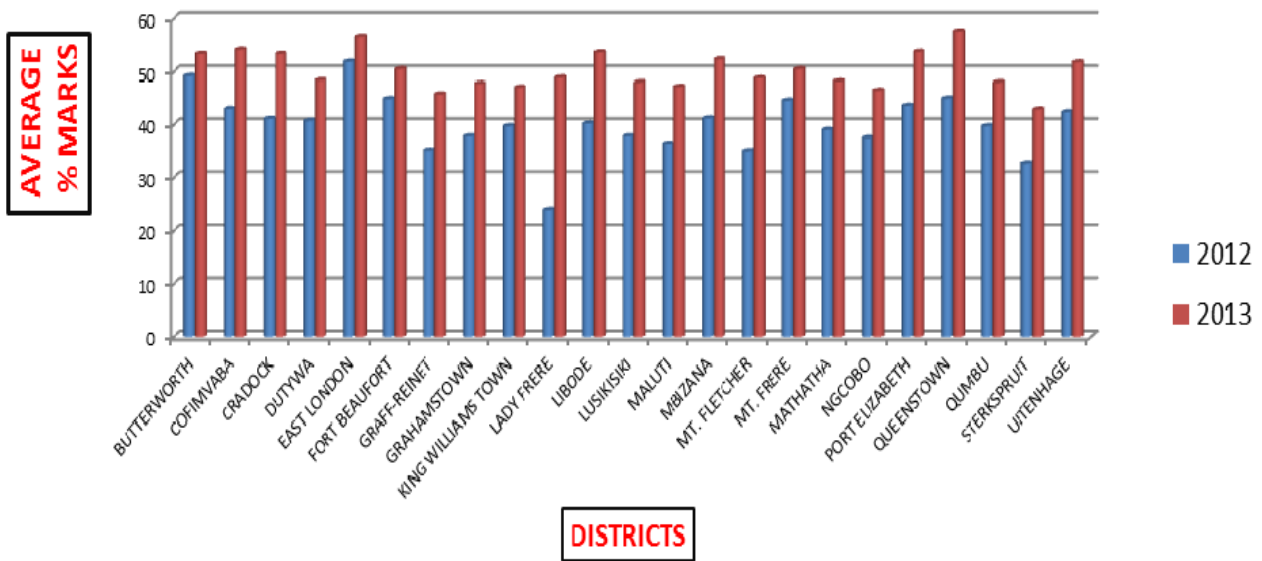
In the following tables average percentage marks for Grades 3, 6 and 9 Mathematics and Language are presented by province and district.

GRADE 3

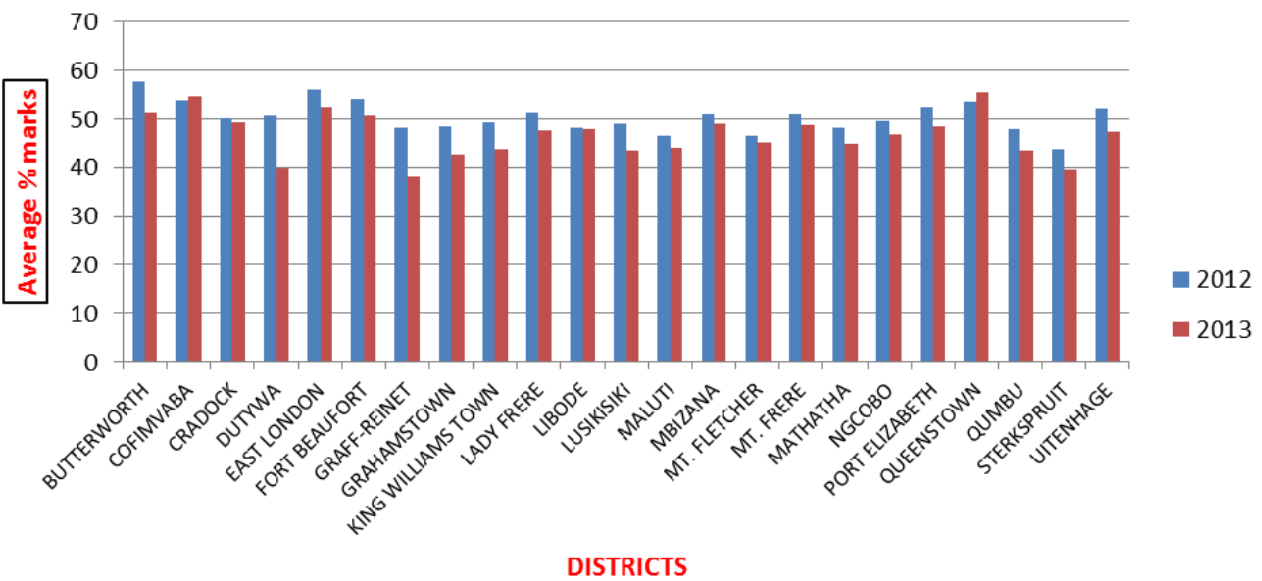
Average % marks for Grade 3 for districts in Eastern Cape

AVERAGE % MARKS OF GRADE 3 FOR DISTRICTS				
	MATHEMATICS		LANGUAGES	
	2012	2013	2012	2013
BUTTERWORTH	49,2	53,4	57,6	51,5
COFIMVABA	43	54,2	53,9	54,7
CRADOCK	41,1	53,4	50,1	49,3
DUTYWA	40,7	48,4	50,6	39,8
EAST LONDON	51,9	56,7	56,1	52,7
FORT BEAUFORT	44,9	50,5	54,1	50,8
GRAFF-REINET	35,2	45,8	48,2	38,3
GRAHAMSTOWN	37,8	47,8	48,4	42,7
KING WILLIAMS TOWN	39,7	47,1	49,4	43,9
LADY FRERE	24	48,9	51,4	47,7
LIBODE	40,2	53,7	48,2	47,9
LUSIKISIKI	37,8	48	49	43,6
MALUTI	36,5	47,2	46,5	44,2
MBIZANA	41,2	52,4	50,9	49
MT. FLETCHER	35,1	48,8	46,7	45,3
MT. FRERE	44,6	50,5	51	48,7
MATHATHA	39	48,2	48,2	45
NGCOBO	37,5	46,5	49,7	46,9
PORT ELIZABETH	43,6	53,8	52,7	48,6
QUEENSTOWN	45	57,7	53,7	55,6
QUMBU	39,7	48	47,9	43,5
STERKSPRUIT	32,7	42,9	43,9	39,5
UITENHAGE	42,4	51,8	52,3	47,5

AVERAGE % OF MARKS FOR GARDE 3 MATHEMATICS



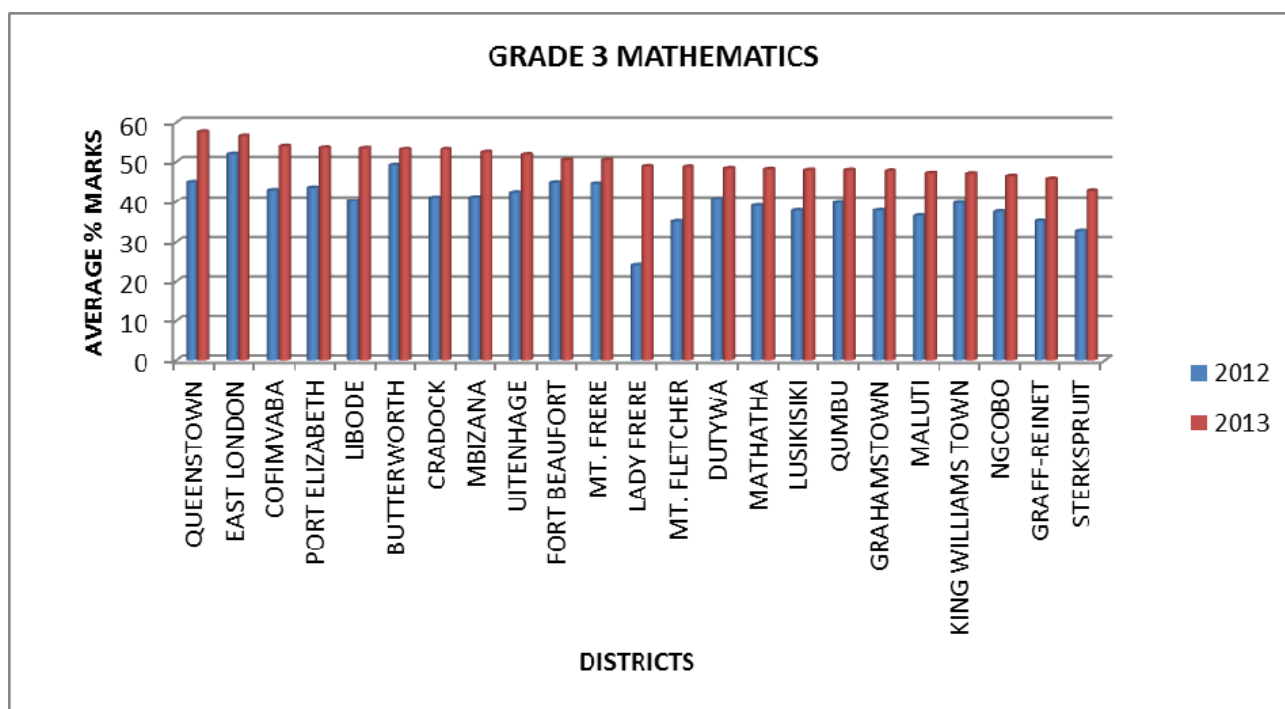
AVERAGE % OF MARKS FOR GARDE 3 LANGUAGES



ACHIEVEMENT OF DISTRICTS: HIGHEST TO LOWEST

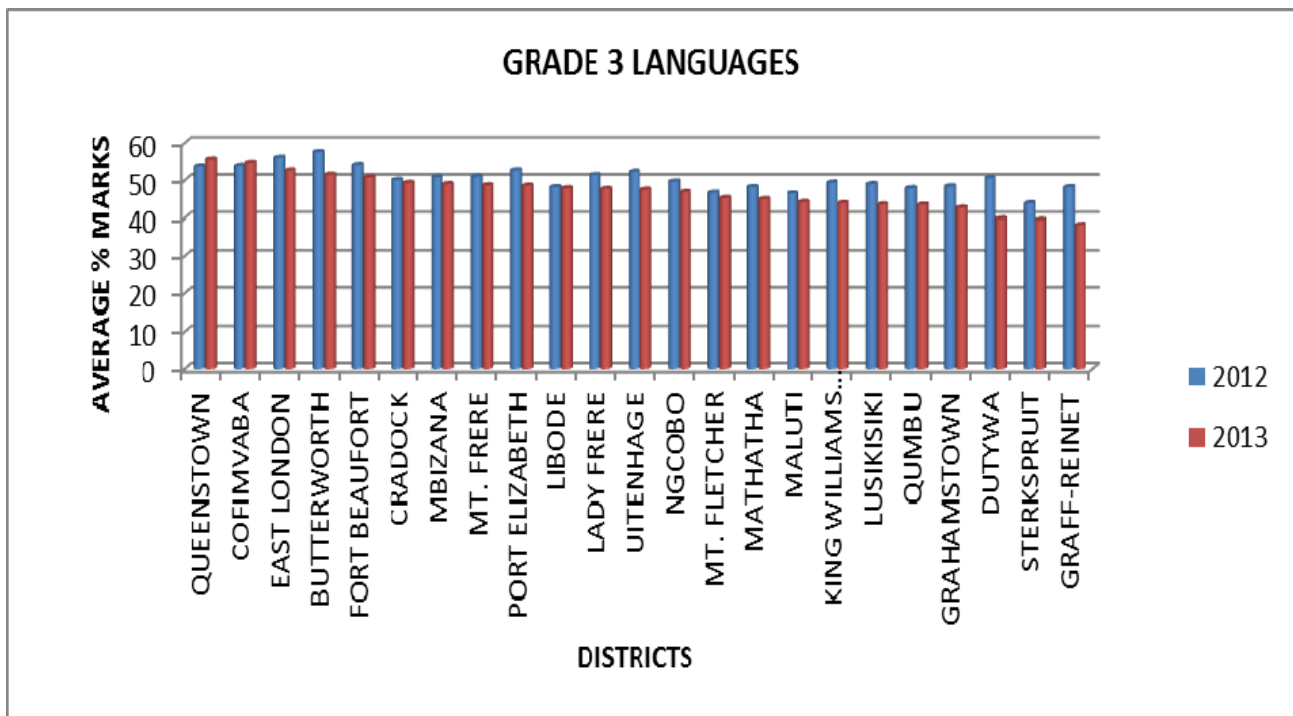
GRADE 3

POSITION	GRADE 3	MATHEMATICS	
		2012	2013
1	QUEENSTOWN	45	57,7
2	EAST LONDON	51,9	56,7
3	COFIMVABA	43	54,2
4	PORT ELIZABETH	43,6	53,8
5	LIBODE	40,2	53,7
6	BUTTERWORTH	49,2	53,4
7	CRADOCK	41,1	53,4
8	MBIZANA	41,2	52,4
9	UITENHAGE	42,4	51,8
10	FORT BEAUFORT	44,9	50,5
11	MT. FRERE	44,6	50,5
12	LADY FRERE	24	48,9
13	MT. FLETCHER	35,1	48,8
14	DUTYWA	40,7	48,4
15	MATHATHA	39	48,2
16	LUSIKISIKI	37,8	48
17	QUMBU	39,7	48
18	GRAHAMSTOWN	37,8	47,8
19	MALUTI	36,5	47,2
20	KING WILLIAMS TOWN	39,7	47,1
21	NGCOBO	37,5	46,5
22	GRAFF-REINET	35,2	45,8
23	STERKSPRUIT	32,7	42,9



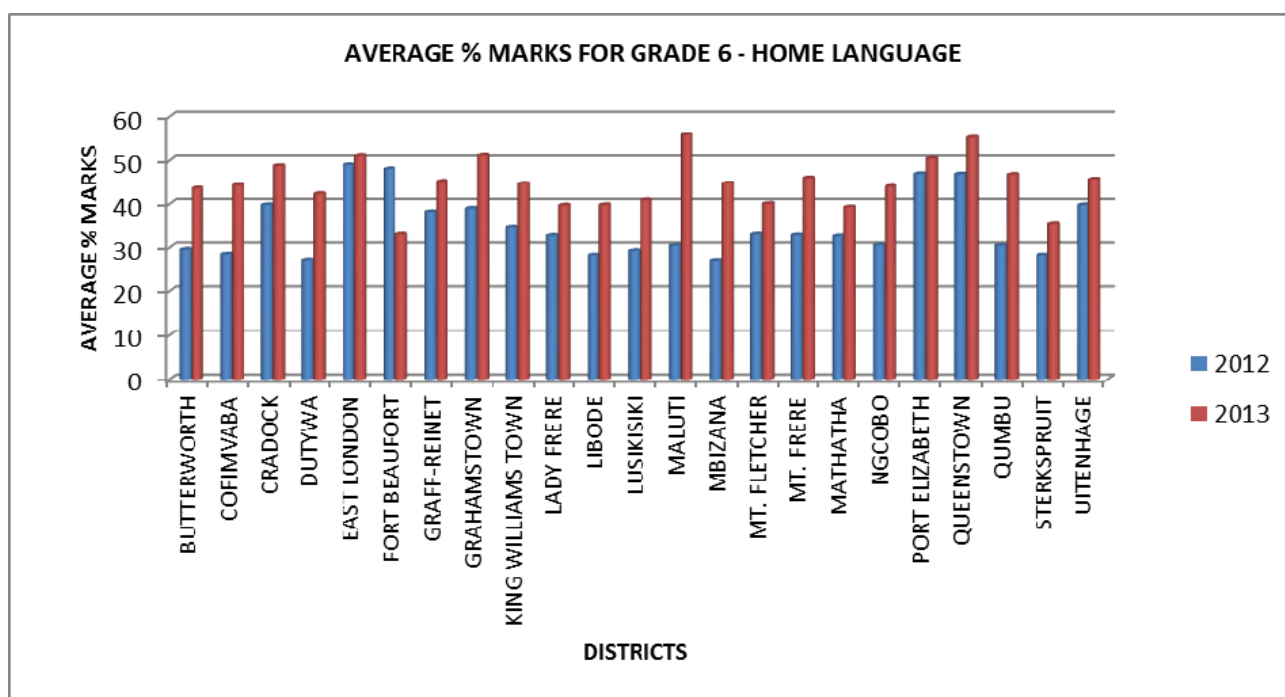
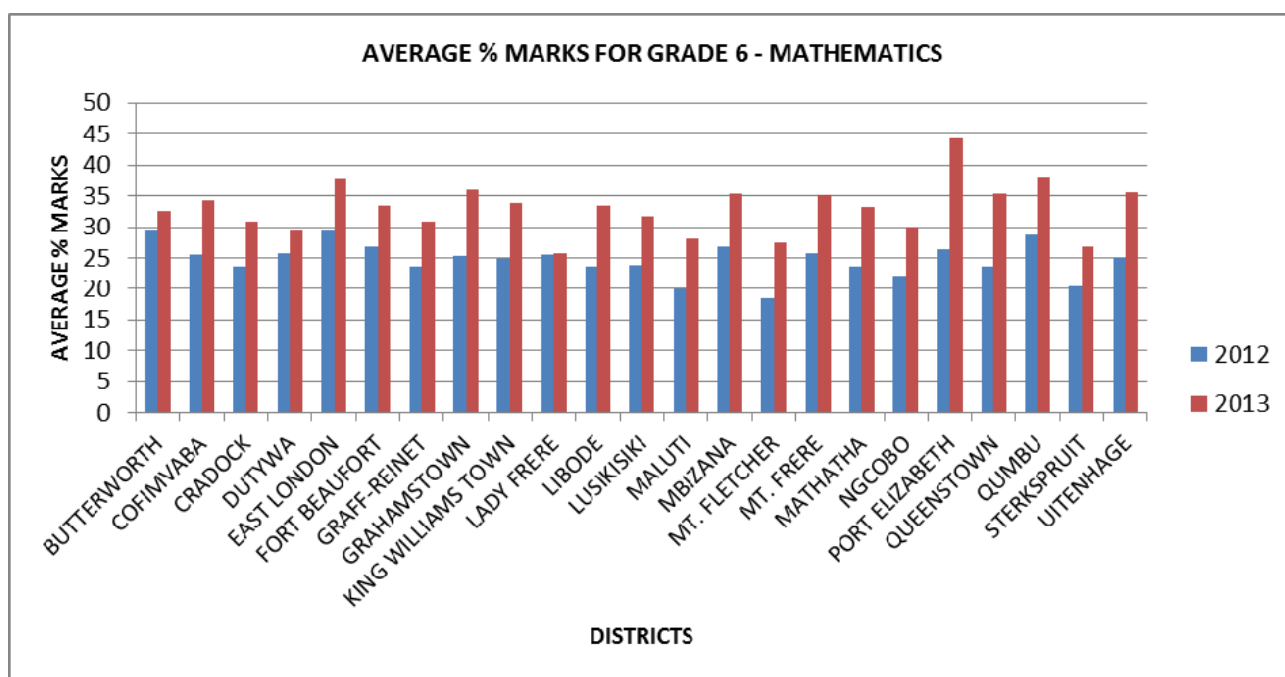
POSITION	GRADE 3	LANGUAGES	
		2012	2013
1	QUEENSTOWN	53,7	55,6
2	COFIMVABA	53,9	54,7
3	EAST LONDON	56,1	52,7
4	BUTTERWORTH	57,6	51,5
5	FORT BEAUFORT	54,1	50,8
6	CRADOCK	50,1	49,3
7	MBIZANA	50,9	49
8	MT. FRERE	51	48,7
9	PORT ELIZABETH	52,7	48,6
10	LIBODE	48,2	47,9
11	LADY FRERE	51,4	47,7
12	UITENHAGE	52,3	47,5
13	NGCOBO	49,7	46,9
14	MT. FLETCHER	46,7	45,3
15	MATHATHA	48,2	45
16	MALUTI	46,5	44,2
17	KING WILLIAMS TOWN	49,4	43,9

18	LUSIKISIKI	49	43,6
19	QUMBU	47,9	43,5
20	GRAHAMSTOWN	48,4	42,7
21	DUTYWA	50,6	39,8
22	STERKSPRUIT	43,9	39,5
23	GRAFF-REINET	48,2	38,3

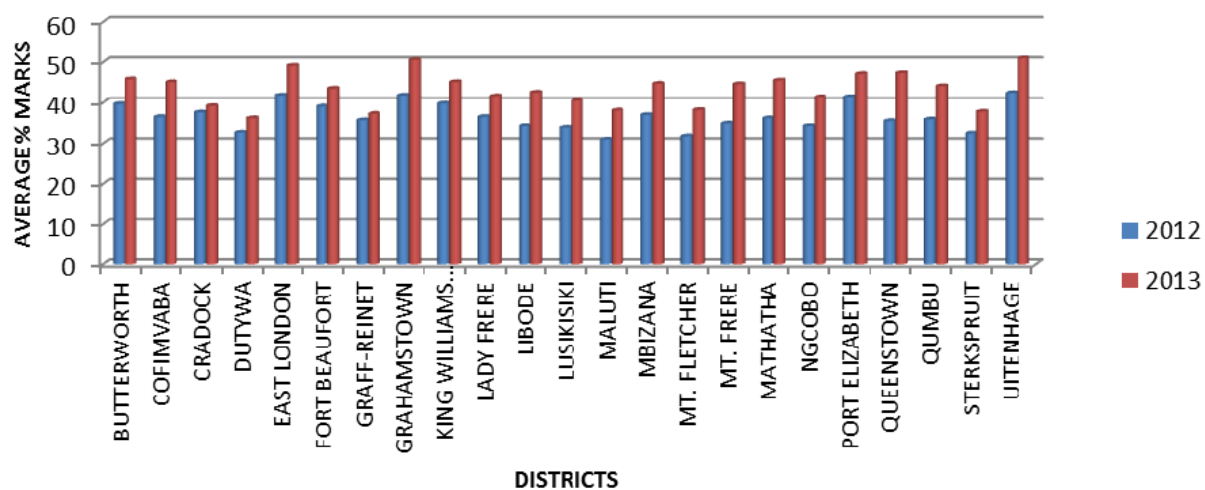


GRADE 6

AVERAGE % MARKS OF GRADE 6 FOR DISTRICTS						
	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
	2012	2013	2012	2013	2012	2013
BUTTERWORTH	29,4	32,6	29,6	43,6	39,7	45,9
COFIMVABA	25,5	34,3	28,5	44,3	36,5	45,2
CRADOCK	23,5	30,8	39,8	48,8	37,6	39,2
DUTYWA	25,7	29,3	27,2	42,3	32,7	36,2
EAST LONDON	29,4	37,8	49	51	41,9	49,2
FORT BEAUFORT	26,9	33,5	48,1	33	39,1	43,6
GRAFF-REINET	23,5	30,9	38,2	45,2	35,7	37,3
GRAHAMSTOWN	25,4	35,9	39	51,1	41,9	50,6
KING WILLIAMS TOWN	24,9	33,8	34,8	44,7	39,8	45,2
LADY FRERE	25,5	25,8	32,7	39,7	36,5	41,7
LIBODE	23,5	33,4	28,3	39,8	34,3	42,6
LUSIKISIKI	23,9	31,8	29,3	40,9	33,9	40,5
MALUTI	19,9	28,1	30,5	55,8	31	38,1
MBIZANA	26,7	35,28	27,1	44,8	37	44,8
MT. FLETCHER	18,4	27,4	33	40,1	31,8	38,2
MT. FRERE	25,7	35,2	32,8	46	34,9	44,7
MATHATHA	23,6	33,3	32,6	39,3	36,2	45,6
NGCOBO	22,2	30,1	30,6	44	34,3	41,5
PORT ELIZABETH	26,4	44,3	47	50,5	41,5	47,2
QUEENSTOWN	23,7	35,4	46,9	55,2	35,5	47,4
QUMBU	28,7	38,2	30,5	46,8	35,9	44,2
STERKSPRUIT	20,3	26,7	28,3	35,6	32,5	37,8
UITENHAGE	25	35,5	39,8	45,7	42,5	51



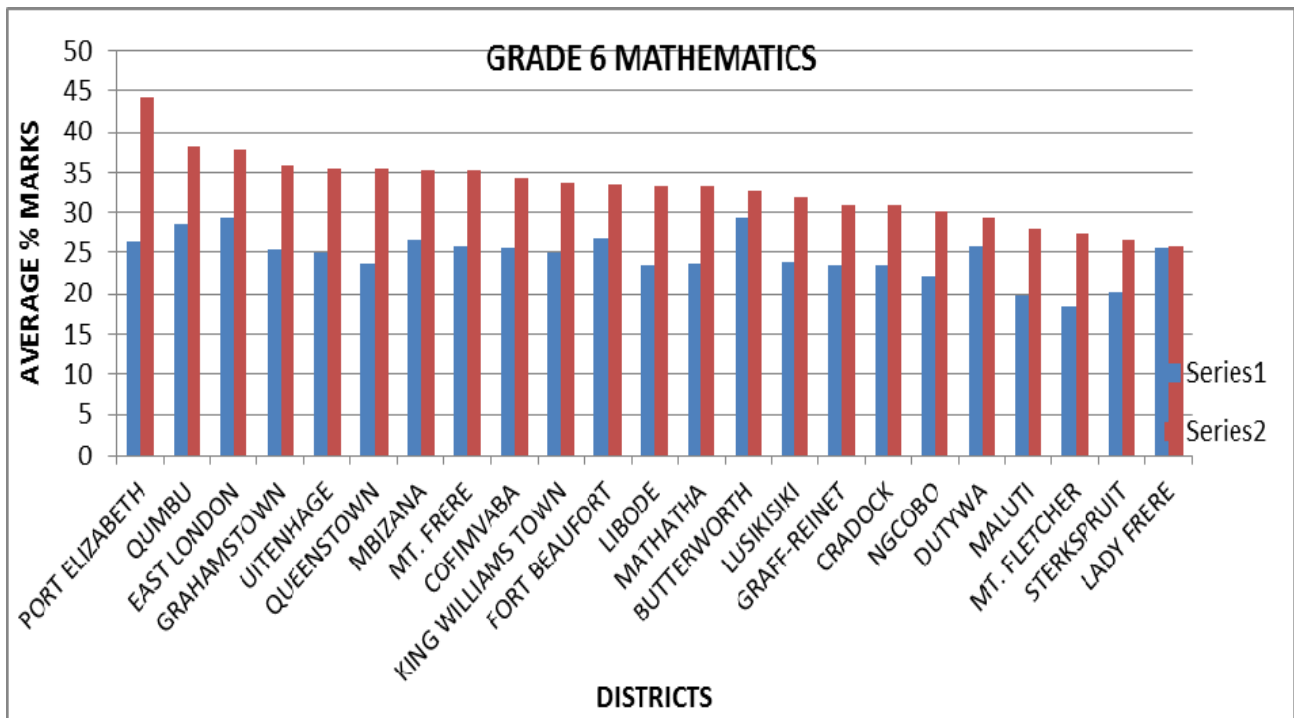
AVERAGE % MARKS OF GRADE 6 - FIRST ADD LANGUAGE



ACHIEVEMENT OF DISTRICTS: HIGHEST TO LOWEST

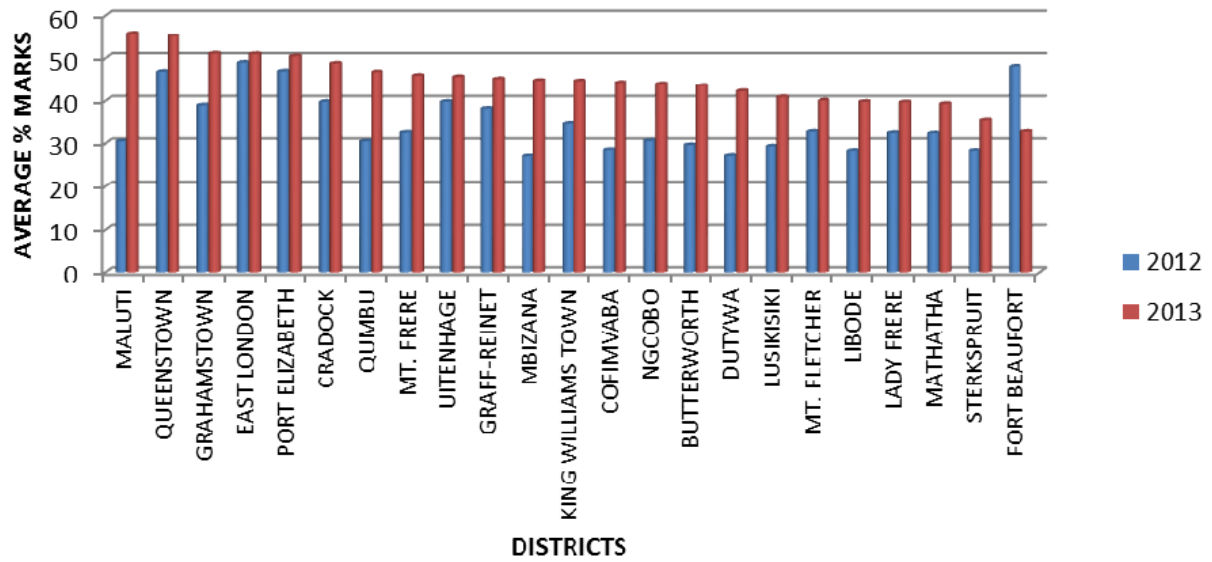
GRADE 6

POSITION	GRADE 6	MATHEMATICS	
		2012	2013
1	PORT ELIZABETH	26,4	44,3
2	QUMBU	28,7	38,2
3	EAST LONDON	29,4	37,8
4	GRAHAMSTOWN	25,4	35,9
5	UITENHAGE	25	35,5
6	QUEENSTOWN	23,7	35,4
7	MBIZANA	26,7	35,28
8	MT. FRERE	25,7	35,2
9	COFIMVABA	25,5	34,3
10	KING WILLIAMS TOWN	24,9	33,8
11	FORT BEAUFORT	26,9	33,5
12	LIBODE	23,5	33,4
13	MATHATHA	23,6	33,3
14	BUTTERWORTH	29,4	32,6
15	LUSIKISIKI	23,9	31,8
16	GRAFF-REINET	23,5	30,9
17	CRADOCK	23,5	30,8
18	NGCOBO	22,2	30,1
19	DUTYWA	25,7	29,3
20	MALUTI	19,9	28,1
21	MT. FLETCHER	18,4	27,4
22	STERKSPRUIT	20,3	26,7
23	LADY FRERE	25,5	25,8



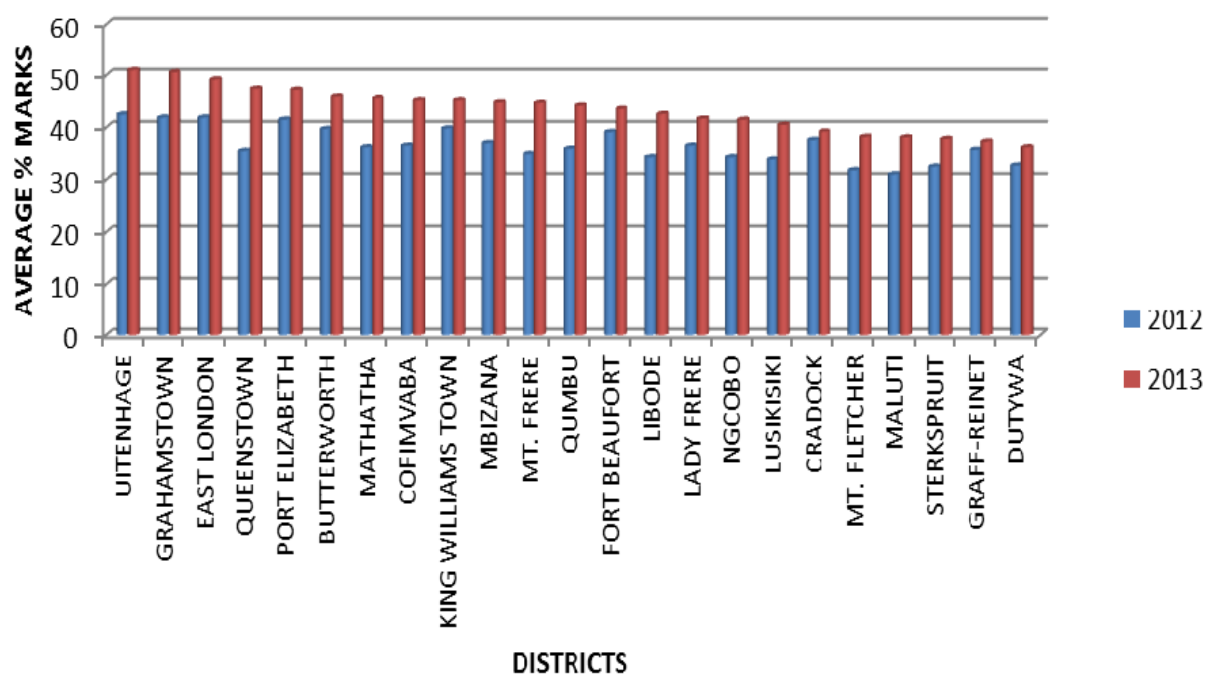
POSITION	GRADE 6	HOME LANGUAGE	
		2012	2013
1	MALUTI	30,5	55,8
2	QUEENSTOWN	46,9	55,2
3	GRAHAMSTOWN	39	51,1
4	EAST LONDON	49	51
5	PORT ELIZABETH	47	50,5
6	CRADOCK	39,8	48,8
7	QUMBU	30,5	46,8
8	MT. FRERE	32,8	46
9	UITENHAGE	39,8	45,7
10	GRAFF-REINET	38,2	45,2
11	MBIZANA	27,1	44,8
12	KING WILLIAMS TOWN	34,8	44,7
13	COFIMVABA	28,5	44,3
14	NGCOBO	30,6	44
15	BUTTERWORTH	29,6	43,6
16	DUTYWA	27,2	42,3
17	LUSIKISIKI	29,3	40,9
18	MT. FLETCHER	33	40,1
19	LIBODE	28,3	39,8
20	LADY FRERE	32,7	39,7
21	MATHATHA	32,6	39,3
22	STERKSPRUIT	28,3	35,6
23	FORT BEAUFORT	48,1	33

GRADE 6 HOME LANGUAGE



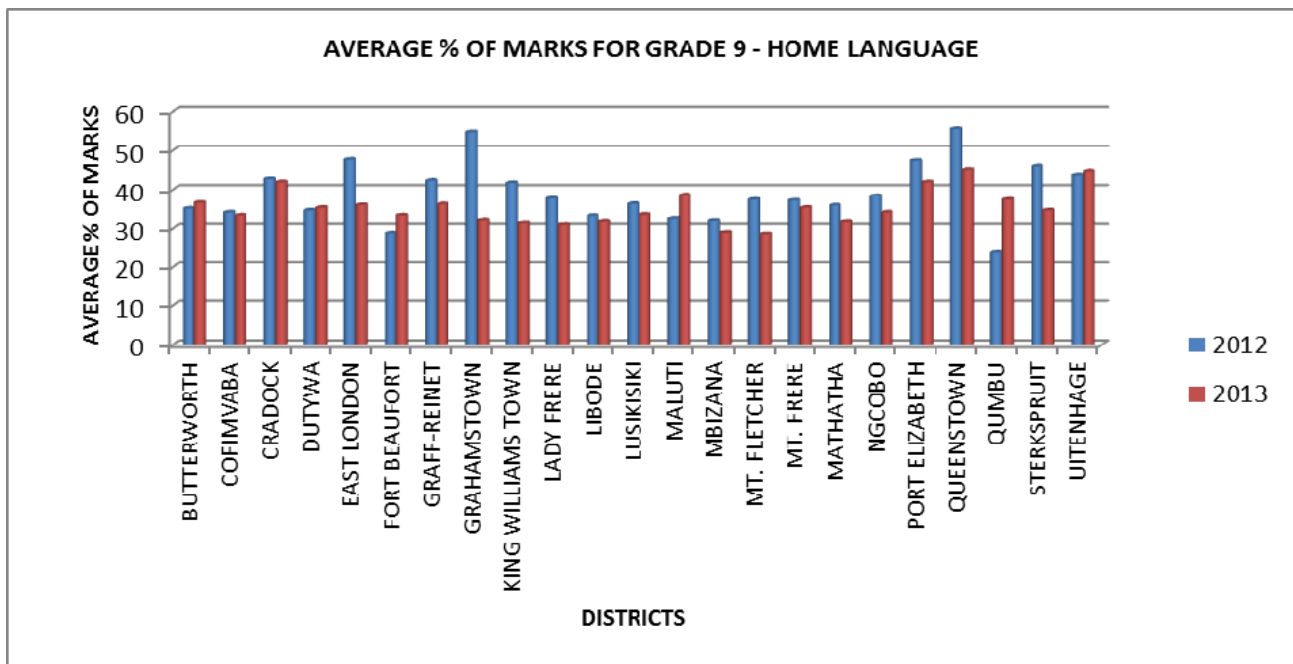
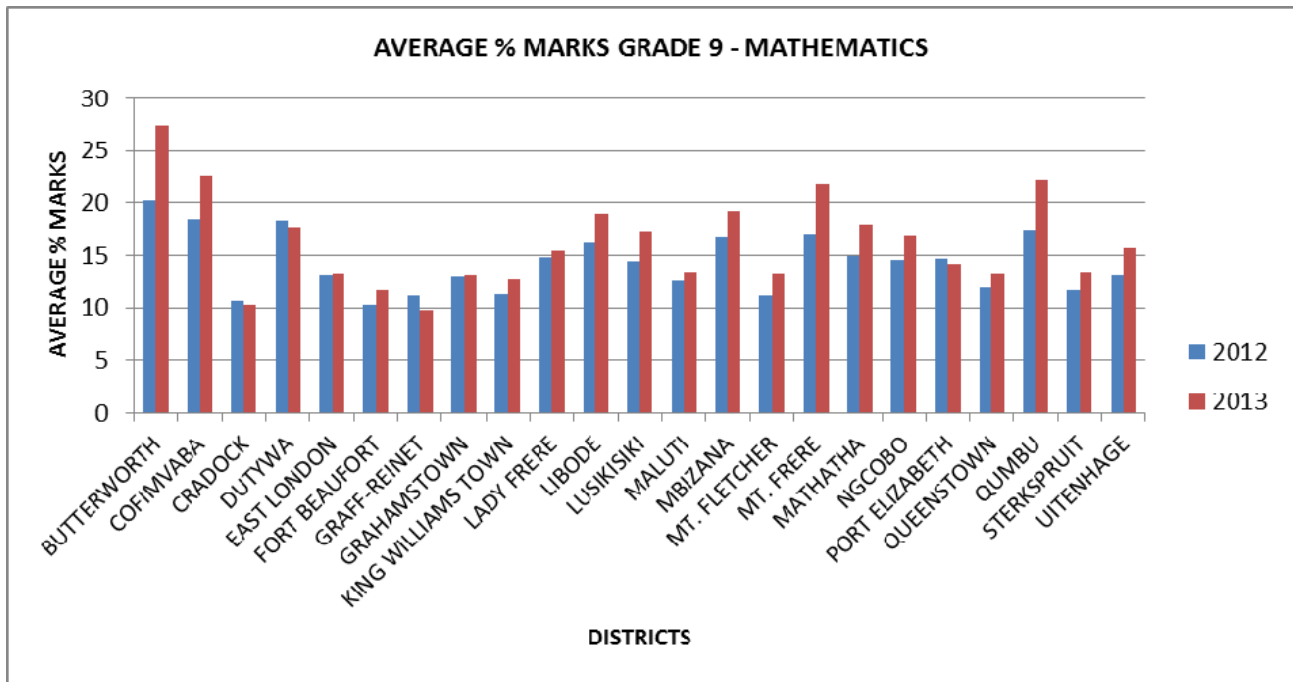
POSITION	GRADE 6	FIRST ADDITIONAL LANGUAGE	
		2012	2013
1	UITENHAGE	42,5	51
2	GRAHAMSTOWN	41,9	50,6
3	EAST LONDON	41,9	49,2
4	QUEENSTOWN	35,5	47,4
5	PORT ELIZABETH	41,5	47,2
6	BUTTERWORTH	39,7	45,9
7	MATHATHA	36,2	45,6
8	COFIMVABA	36,5	45,2
9	KING WILLIAMS TOWN	39,8	45,2
10	MBIZANA	37	44,8
11	MT. FRERE	34,9	44,7
12	QUMBU	35,9	44,2
13	FORT BEAUFORT	39,1	43,6
14	LIBODE	34,3	42,6
15	LADY FRERE	36,5	41,7
16	NGCOBO	34,3	41,5
17	LUSIKISIKI	33,9	40,5
18	CRADOCK	37,6	39,2
19	MT. FLETCHER	31,8	38,2
20	MALUTI	31	38,1
21	STERKSPRUIT	32,5	37,8
22	GRAFF-REINET	35,7	37,3
23	DUTYWA	32,7	36,2

GRADE 6 FIRST ADD LANGUAGE

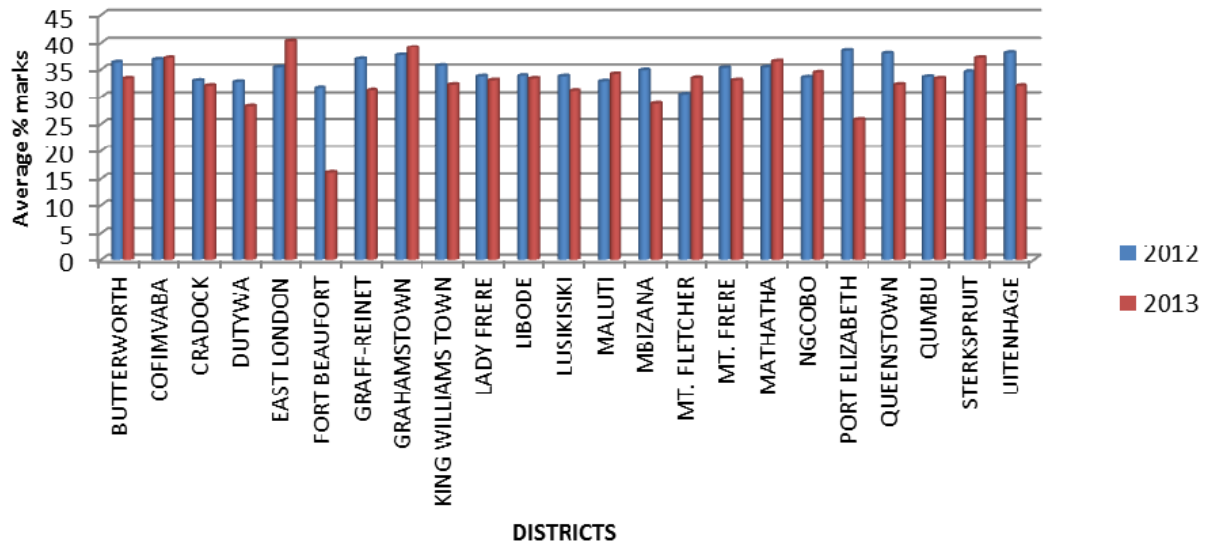


GRADE 9

AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS						
	MATHEMATICS		HOME LANGUAGE		FIRST ADDITIONAL LANGUAGE	
	2012	2013	2012	2013	2012	2013
BUTTERWORTH	20,2	27,4	35,1	36,6	36,3	33,4
COFIMVABA	18,5	22,6	34,1	33,3	36,8	37,1
CRADOCK	10,6	10,3	42,8	42	33	32,1
DUTYWA	18,4	17,7	34,6	35,3	32,8	28,2
EAST LONDON	13,2	13,3	47,7	36	35,4	40,3
FORT BEAUFORT	10,3	11,8	28,8	33,3	31,7	16,1
GRAFF-REINET	11,1	9,7	42,4	36,2	36,9	31,3
GRAHAMSTOWN	13,1	13,2	54,9	32,1	37,6	39,1
KING WILLIAMS TOWN	11,3	12,8	41,8	31,4	35,7	32,3
LADY FRERE	14,8	15,5	37,7	31	33,8	33,1
LIBODE	16,2	19	33,2	31,8	33,9	33,4
LUSIKISIKI	14,4	17,3	36,3	33,5	33,8	31,2
MALUTI	12,7	13,4	32,5	38,6	32,9	34,2
MBIZANA	16,8	19,2	32	29	34,9	28,7
MT. FLETCHER	11,1	13,3	37,4	28,6	30,5	33,5
MT. FRERE	17,1	21,9	37,2	35,3	35,3	33,1
MATHATHA	14,9	18	35,9	31,7	35,4	36,5
NGCOBO	14,5	17	38,4	34,1	33,6	34,5
PORT ELIZABETH	14,7	14,2	47,4	42	38,4	25,8
QUEENSTOWN	12	13,3	55,7	45,1	37,9	32,3
QUMBU	17,4	22,2	23,7	37,4	33,7	33,4
STERKSPRUIT	11,8	13,4	46	34,6	34,6	37,1
UITENHAGE	13,2	15,7	43,7	44,7	38	32,1



AVERAGE % MARKS FOR GRADE 9 - FIRST ADD LANGUAGE

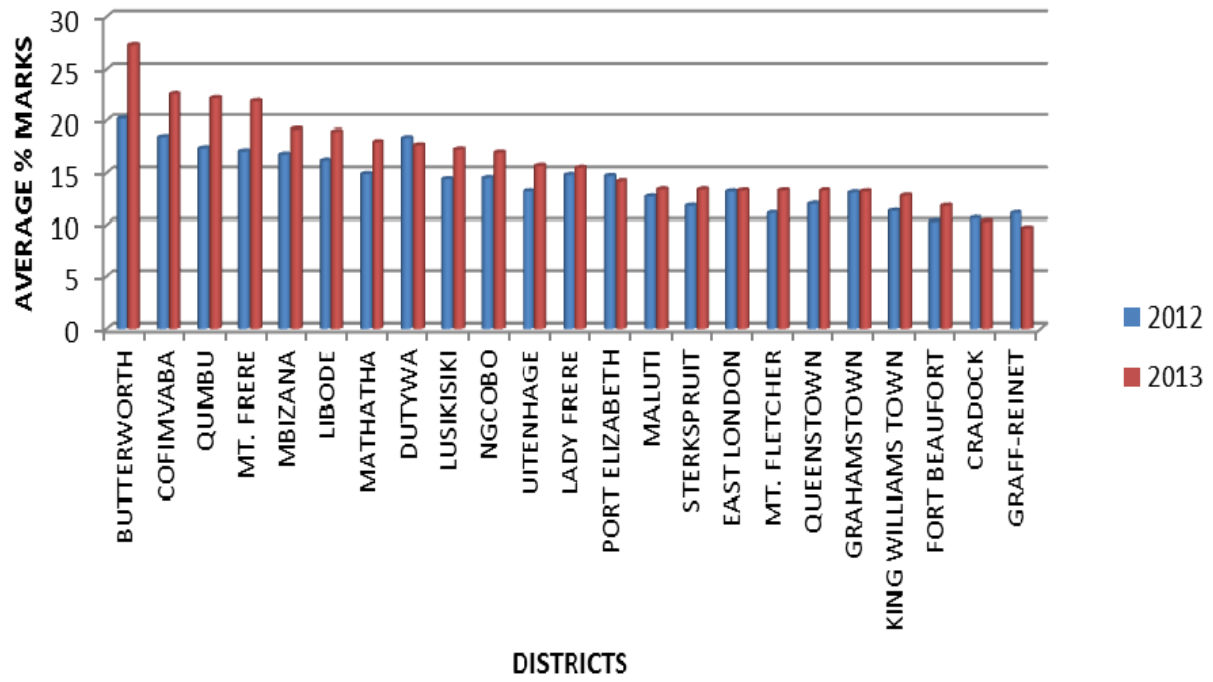


ACHIEVEMENT OF DISTRICTS: HIGHEST TO LOWEST

GRADE 9

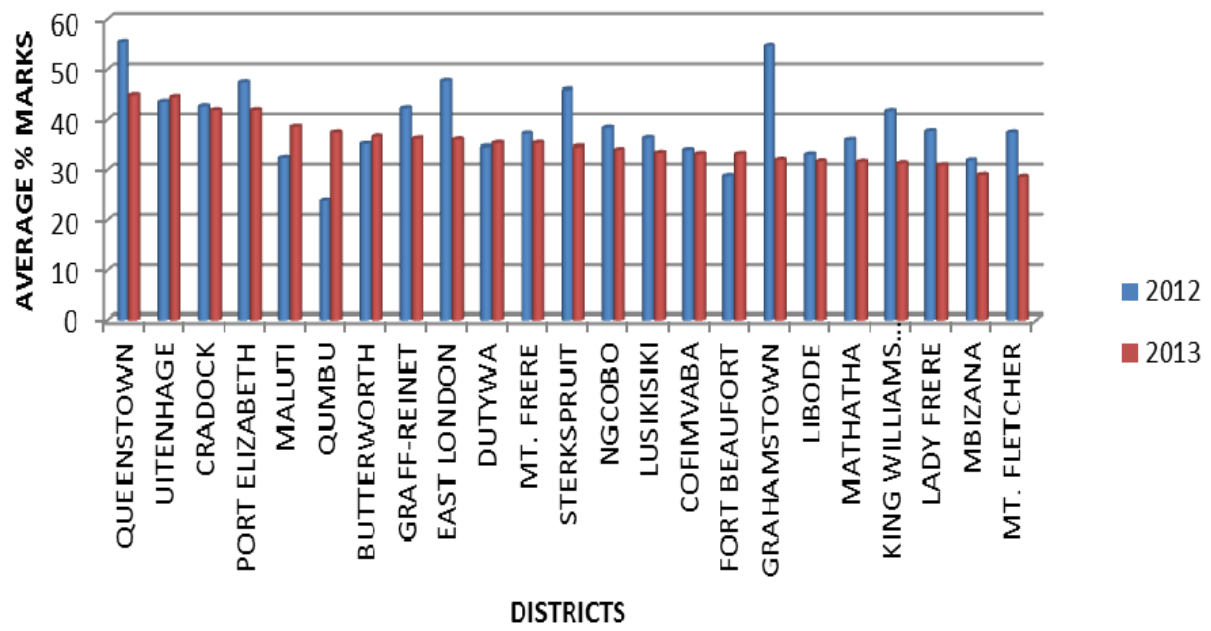
POSITION	GRADE 9	MATHEMATICS	
		2012	2013
1	BUTTERWORTH	20,2	27,4
2	COFIMVABA	18,5	22,6
3	QUMBU	17,4	22,2
4	MT. FRERE	17,1	21,9
5	MBIZANA	16,8	19,2
6	LIBODE	16,2	19
7	MATHATHA	14,9	18
8	DUTYWA	18,4	17,7
9	LUSIKISIKI	14,4	17,3
10	NGCOBO	14,5	17
11	UITENHAGE	13,2	15,7
12	LADY FRERE	14,8	15,5
13	PORT ELIZABETH	14,7	14,2
14	MALUTI	12,7	13,4
15	STERKSPRUIT	11,8	13,4
16	EAST LONDON	13,2	13,3
17	MT. FLETCHER	11,1	13,3
18	QUEENSTOWN	12	13,3
19	GRAHAMSTOWN	13,1	13,2
20	KING WILLIAMS TOWN	11,3	12,8
21	FORT BEAUFORT	10,3	11,8
22	CRADOCK	10,6	10,3
23	GRAFF-REINET	11,1	9,7

GARDE 9 MATHEMATICS

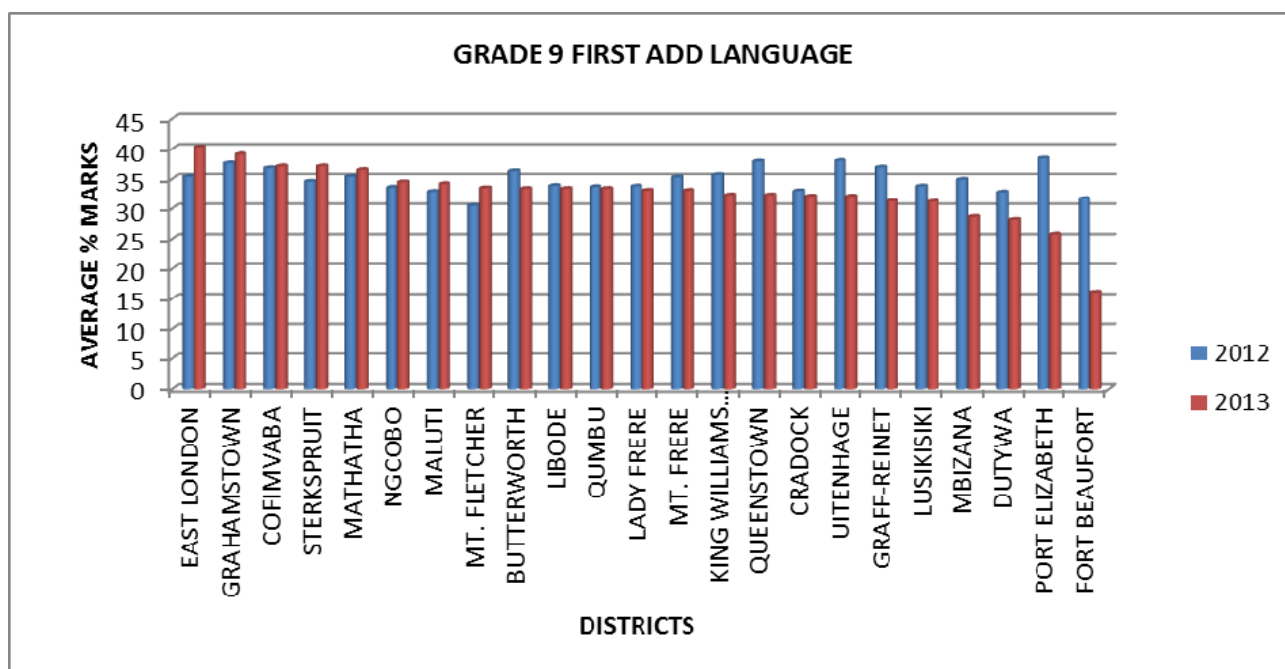


POSITION	GRADE 9	HOME LANGUAGE	
		2012	2013
1	QUEENSTOWN	55,7	45,1
2	UITENHAGE	43,7	44,7
3	CRADOCK	42,8	42
4	PORT ELIZABETH	47,4	42
5	MALUTI	32,5	38,6
6	QUMBU	23,7	37,4
7	BUTTERWORTH	35,1	36,6
8	GRAFF-REINET	42,4	36,2
9	EAST LONDON	47,7	36
10	DUTYWA	34,6	35,3
11	MT. FRERE	37,2	35,3
12	STERKSPRUIT	46	34,6
13	NGCOBO	38,4	34,1
14	LUSIKISIKI	36,3	33,5
15	COFIMVABA	34,1	33,3
16	FORT BEAUFORT	28,8	33,3
17	GRAHAMSTOWN	54,9	32,1
18	LIBODE	33,2	31,8
19	MATHATHA	35,9	31,7
20	KING WILLIAMS TOWN	41,8	31,4
21	LADY FRERE	37,7	31
22	MBIZANA	32	29
23	MT. FLETCHER	37,4	28,6

GRADE 9 HOME LANGUAGE



POSITION	GRADE 9	FIRST ADDITIONAL LANGUAGE	
		2012	2013
1	EAST LONDON	35,4	40,3
2	GRAHAMSTOWN	37,6	39,1
3	COFIMVABA	36,8	37,1
4	STERKSPRUIT	34,6	37,1
5	MATHATHA	35,4	36,5
6	NGCOBO	33,6	34,5
7	MALUTI	32,9	34,2
8	MT. FLETCHER	30,5	33,5
9	BUTTERWORTH	36,3	33,4
10	LIBODE	33,9	33,4
11	QUMBU	33,7	33,4
12	LADY FRERE	33,8	33,1
13	MT. FRERE	35,3	33,1
14	KING WILLIAMS TOWN	35,7	32,3
15	QUEENSTOWN	37,9	32,3
16	CRADOCK	33	32,1
17	UITENHAGE	38	32,1
18	GRAFF-REINET	36,9	31,3
19	LUSIKISIKI	33,8	31,2
20	MBIZANA	34,9	28,7
21	DUTYWA	32,8	28,2
22	PORT ELIZABETH	38,4	25,8
23	FORT BEAUFORT	31,7	16,1



COMPARISON OF PERFORMANCE BETWEEN PUBLIC AND INDEPENDENT SCHOOLS

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

Average % marks in Mathematics by grade and school type

GRADE	PUBLIC	INDEPENDENT
3	53.3	57.7
6	39.0	49.3

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

GRADE	PUBLIC	INDEPENDENT
3	51.0	54.1
6	58.5	66.9

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

GRADE	FIRST ADDITIONAL LANGUAGE	
	PUBLIC	INDEPENDENT
6	45.8	57.8

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

AVERAGE PERCENTAGE MARKS FOR INDEPENDENT SCHOOLS

SUBJECT	GRADE	PUBLIC	INDEPENDENT
MATHEMATICS	3	53.3	57.7
	6	39	49.3
HOME LANGUAGE	3	51	54.1
	6	58.5	66.9

PERFORMANCE OF SPECIAL SCHOOLS

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

AVERAGE PERCENTAGE MARK FOR GRADE 3 IN SPECIAL SCHOOLS

PROVINCE	HOME LANGUAGE	MATHEMATICS
EC	54.1	63.9
FS	38.6	36.7
GP	46.5	53.5
KZ	52.9	58
LP	32.1	32.8
MP	*	46.2
NC	50.7	62.4
NW	39.8	46.1
WC	52.4	60.7
National	48.6	54.6

* There were no participating learners for this subject.

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

AVERAGE PERCENTAGE MARK FOR GRADE 6 IN SPECIAL SCHOOLS

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

* There were no participating learners for this subject.

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

SUMMARY

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

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

CONCLUSION AND WAY FORWARD

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

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

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

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

Short-term programmes include the following:

Feedback to schools, districts and provinces from an item-level diagnostic analysis of what learners were able or not able to demonstrate in the tests in terms of requisite knowledge and skills at each grade level.

The Department has put in place a comprehensive plan that includes detailed curriculum interventions, step by- step guidance to teachers on how to mediate in the identified areas of challenge as well as pedagogic guidelines on how to teach specific concepts in the curriculum. This plan will roll out at the beginning of 2014.

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

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

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

Long-term programmes include:

Strengthening of ANA design. The DBE is exploring more robust designs that will assist to collect assessment data for systemic and diagnostic reports using specially designed set of tests. This design will begin immediately and will be implemented by 2015.

Notes