



REPORT ON THE ANNUAL NATIONAL ASSESSMENT OF 2014

GRADES 1 TO 6 & 9

TABLE OF CONTENTS

Introduction	4-5
Executive summary	6-12
Curriculum Interventions	13-16
Registration of Learners	17-20
Number of Schools	21-22
Test Development, Administration, Marking & Moderation	22-25
Percentage of Marks Captured Per Grade	25
ANA Verification & Limitations	26
Targets of Percentage of Learners for 2011-2014	27
NATIONAL STATISTICS	
Mathematics Grades 1 to 6 and 9	28
Home Languages Grades 1 to 6 and 9	29
First Additional Languages Grades 1 to 6 and 9	30
Percentage of learners achieved at 50% or more	31-32
PROVINCIAL STATISTICS	
Provincial achievement in Grade 1 Mathematics	33
Provincial achievement in Grade 1 Languages	34
Provincial achievement in Grade 2 Mathematics	35
Provincial achievement in Grade 2 Languages	36
Provincial achievement in Grade 3 Mathematics	37
Provincial achievement in Grade 3 Languages	38
Provincial achievement in Grade 4 Mathematics	39
Provincial achievement in Grade 4 Home Language	40
Provincial achievement in Grade 4 First Add Languages	41
Provincial achievement in Grade 5 Mathematics	42
Provincial achievement in Grade 5 Home Language	43
Provincial achievement in Grade 5 First Add Language	44
Provincial achievement in Grade 6 Mathematics	45
Provincial achievement in Grade 6 Home Languages	46
Provincial achievement in Grade 6 First Add Language	47
Provincial achievement in Grade 9 Mathematics	48
Provincial achievement in Grade 9 Home Language	49

Provincial achievement in Grade 9 First Add Language	50
Summary of Provincial Performance average mark	51
PERCENTAGE OF LEARNERS ACHIEVED 50% OR MORE	
Grade 1 Mathematics	52
Grade 1 Languages	53
Grade 2 Mathematics	53
Grade 2 Languages	54
Grade 3 Mathematics	54
Grade 3 Languages	55
Grade 4 Mathematics	55
Grade 4 Home Language	56
Grade 4 First Add Languages	56
Grade 5 Mathematics	57
Grade 5 Home Language	57
Grade 5 First Add Language	58
Grade 6 Mathematics	58
Grade 6 Home Languages	59
Grade 6 First Add Language	59
Grade 9 Mathematics	60
Grade 9 Home Language	60
Grade 9 First Add Language	61
Summary of Provincial Performance acceptable achievement (50% or more)	62
Analysis by Seven Levels of Achievements	63
Analysis of Achievements by Gender in Grades 3, 6 and 9 in	
Mathematics and Languages	64-67
Analysis of Official Schools Poverty Quintile in Grades 3, 6 and 9	68-69
Analysis of Language Performance in the Language of Learning and Teaching	69-70
DISTRICT STATISTICS	
Performance by Districts Grades 3, 6 and 9	71-93
Comparison of Performance between Public and Independent Schools	94
Performance of Special Schools	95-96
Summary	96
Conclusion	97-98
Notes	99

ANNUAL NATIONAL ASSESSMENT (ANA)

1. INTRODUCTION

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

The Annual National Assessment (ANA) is a critical measure for monitoring progress in learner achievement as outlined in the Action Plan to 2019 towards the realisation of Schooling 2030. 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 7.37 million learners from 24 454 schools on 16 – 19 September 2014 across all 9 provinces.

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

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

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

Provincial trends in the ANA over the last two years have indicated that as a sector we are making significant strides in the foundation and intermediate phases in both Languages and Mathematics. In terms of the Presidential targets we have exceeded this target in both Languages and Mathematics at the Grade 3 level and in Home Language for Grade 6. While there have been noteworthy improvements, in these phases, the senior phase remains challenged by not delivering the expected progress against targets we have set ourselves in 2010.

The lack of improvement consecutively over the last three years confirms that the senior phase requires urgent action. We have since undertaken an item analysis of the learner responses and using this information the Department is currently developing an intensive intervention and support programme for this phase and will announce the plan to be rolled out in 2015. Further, we will fast-track support to identified schools and districts where large numbers of learners are underperforming. The year 2015 is certainly the year of radical transformation and the senior phase will be prioritised.

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.

2. EXECUTIVE SUMMARY

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

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

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

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

Informed by the release of the ANA 2013 results, a Diagnostic Report and 2014 Framework for Improvement were generated from the analysis of learner responses in ANA 2013. The Diagnostic Report revealed numerous challenges that learners experienced in certain Mathematics and Language topics. Based on the Diagnostic Report the Framework for Improvement was generated to guide the sector on how to address the challenging topics which, in some cases, were the result of ineffective teaching methods.

The 2013 Diagnostic Report and 2014 Framework for Improvement were mediated with the provincial coordinators who were then required to develop Provincial Improvement Plans and District Improvement Plans for targeted support to teachers and learners.

As in 2013 the 2014 methodology of the ANA involved two essential streams. The first stream involved all learners in Grades 1 to 6 and 9 in all public schools and state-subsidised independent schools, writing the ANA tests under the supervision of the school. The second stream involved a verification process that was based on a representative sample of schools at the key-stage grades of 3, 6 and 9, writing the tests under the monitoring eye of an independent agent. The verification process provided an added quality control measure to ensure credible results are reported.

In 2014 the verification process was conducted by different service providers who specialised in specific areas of verification. The verification process included the monitoring of the administration of the tests, collection of the tests directly from the schools, independent marking and moderation of the tests, data capture, analysis and report writing. The results emanating from the verification stream were then used to confirm the reliability of the tests administered across all schools.

In 2014, the overall results for ANA in Grades 1 to 6 points towards an upward movement of test scores, while in Grade 9 Mathematics, the performance of learners has remained at a low level as was the case in 2012 and 2013. Over the last three years the analysis of provincial trends in the ANA indicate that as a sector we are making strides in the foundation and intermediate phases in both Languages and Mathematics.

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

Summary Table: 2.1 for Mathematics in 2012, 2013 and 2014

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

Summary Table: 2.2 for Home Language in 2012, 2013 and 2014

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

Summary Table: 2.3 for First Additional Language in 2012, 2013 and 2014

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

The 2014 report also contains valuable information on provincial performance. The results suggest that in the foundation phase, there are noteworthy increases across all provinces in the overall scores of Languages and Mathematics. For example in Gauteng, the average percentage mark was above 60% across Grades 1 to 3 in both subjects. In the intermediate phase learners in Grade 6 are performing well in the Home Languages and across all provinces the achievement level is above 50%. At a national level, in Home Language and Mathematics, at the Grade 6 level, there is a 4% increase in the performance of learners. However, learner performance in First Additional Level in all grades has remained on the lower side.

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

The overarching goal, as per the injunction of the President of the Republic of South Africa in the State of the Nation Address in 2010, is that by 2014, at least 60% of learners in Grades 3, 6 and 9 should have achieved acceptable levels of competency in Language and Mathematics. In this Report a 50% or higher test score is regarded as an acceptable level of competency. This is aligned to CAPS where a mark of at least 50% is required for adequate and higher achievement. The percentage of Grade 3, 6 and 9 learners who obtained acceptable achievement (50% or more) in the Mathematics, Home Language and First Additional Language tests in 2012, 2013 and 2014 are reported in the summary tables below.

Summary Table: 2.4 Percentage of learners obtaining at least 50% of the

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

Summary Table: 2.5 Percentage of learners obtaining at least 50% of the

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

Summary Table: 2.6 Percentage of learners obtaining at least 50% of the First

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

In the above tables it is indicated that substantial increases in the percentage of learners reaching acceptable achievement levels can be observed for Mathematics in Grades 3 and 6. For Grade 3 the target of 60% that was set in the Action Plan 2014, has been achieved in both Mathematics and Home Language. In Grade 6 there has been a large increase in the percentage of learners achieving acceptable achievement levels, for both Mathematics and Home Language, but the target has not been achieved in Mathematics. In Grade 9, achievement is still well below the target even though there was an increase in the percentage of learners reaching acceptable levels in Home Language.

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

Mathematics

- Learners are unfamiliar with mathematical terminology and properties and often use them incorrectly.
- Basic algebraic skills have not been mastered.
- Learners do not know how to solve applications in Geometry and problems involving spatial manipulations.

Languages

- Many learners in both Home Language and First Additional Language struggle to respond to questions that require the use of their own words. Therefore, summarising a text using own words, becomes extremely difficult.
- Learners are unable to interpret a sentence or give an opinion when required.
- Learners lack the required editing skills when writing letters.

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

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

3. CURRICULUM INTERVENTIONS

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

3.1. CAPS Implementation

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

3.2. 2013 Diagnostic Report & 2014 Framework for Improvement

The 2013 Diagnostic Report and 2014 Framework for Improvement were generated from the analysis of learner responses in ANA 2013. The Report revealed numerous challenges that learners experienced in certain Mathematics topics.

Based on the report the framework for improvement was generated to guide the sector on how to address the challenging topics which, in some cases, were the result of ineffective teaching methods. The 2013 Diagnostic Report and the 2014 Framework for Improvement were mediated with the provincial coordinators who were then expected to develop Provincial Improvement Plans and District Improvement Plans for targeted support to teachers. Some

of the challenges that were discussed in the 2013 Diagnostic Report continued to factor in the ANA 2014 results.

In order to facilitate the remediation of this situation the DBE will intensify and strengthen monitoring and support of teachers.

3.3. DBE-SASOL INZALO Workbooks

The Department of Basic Education (DBE), in partnership with the Sasol-Inzalo Foundation, developed high quality hybrid workbooks for Mathematics in the Senior Phase and this was completed in early 2014. The workbooks are aligned to the CAPS and provide clarity in content, methodology and assessment. The workbooks are intended to provide teachers with requisite content knowledge and skills for effective teaching and adequate curriculum coverage and assessment exemplars.

A workbook for each grade is accompanied by a teacher guide which provides solutions to all the activities in the learner book, and notes to clarify possible misconceptions associated with some of the Mathematics topics. The soft copies of these workbooks were distributed to all the districts and provinces to enable subject advisors to provide focused workshops to teachers pending printing and distribution thereof.

3.4. Language Framework

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

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

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

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

Through the CiPELT and CiSELT programmes the Department wants to:

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

All targets set aim to help learners to understand, analyse and respond better to challenging texts that they find in content subject classes, and academic literacy habits and skills must be developed in order to prepare these learners for the future they face. Sustainability of the programme is currently a provincial challenge, however, most provinces developed a strategy for sustainability of the CiPELT/CiSELT programmes.

3.6. Library Provisioning

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

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

The DBE has consulted with the Department of Arts and Culture (DAC) to make public libraries more accessible to schools. The DBE-DAC collaboration is also geared towards supporting library provisioning and access in the

Eastern Cape and Limpopo in which more than half of their primary school learners have no access to libraries.

3.7. Launching of Book Floods

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

3.8. Reading Norms

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

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

4. REGISTRATIONS OF LEARNERS

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

In each of the nine provinces the registration process required schools to accurately indicate information that specified the grade, class level, the language of learning and teaching (LOLT), unique identifier information for each learner, the assessment level (HL or FAL) for testing and an indication of the special needs category, if applicable. This information was captured electronically by provincial officials responsible for the registration process. Information from the all-state- funded independent schools with a primary-school phase completed the registration information for their learners participating in ANA 2014.

Registration of learners for the 2014 ANA started on 31 January 2014. In five provinces: Eastern Cape, Free State, Limpopo, Mpumalanga and the North West the source of the registration data were the South African Schools Administration and Management System (SA-SAMS). At the start of the school year in January 2014, each school captured its registration data onto the SA-SAMS and then the data is uploaded to the Learner Unit Record Information Technology System (LURITS). Schools using third party applications uploaded their registration data directly onto LURITS.

This data became the final source of data that was transferred and utilised on the General Education and Training (GET) ANA Mainframe system. In three provinces, Gauteng, KwaZulu-Natal and the Northern Cape, registration data was captured directly onto the ANA Mainframe system. Western Cape used their CEMIS system to upload learner registration data directly into the GET ANA Mainframe. The registration process was finalised and quality assured in August 2014.

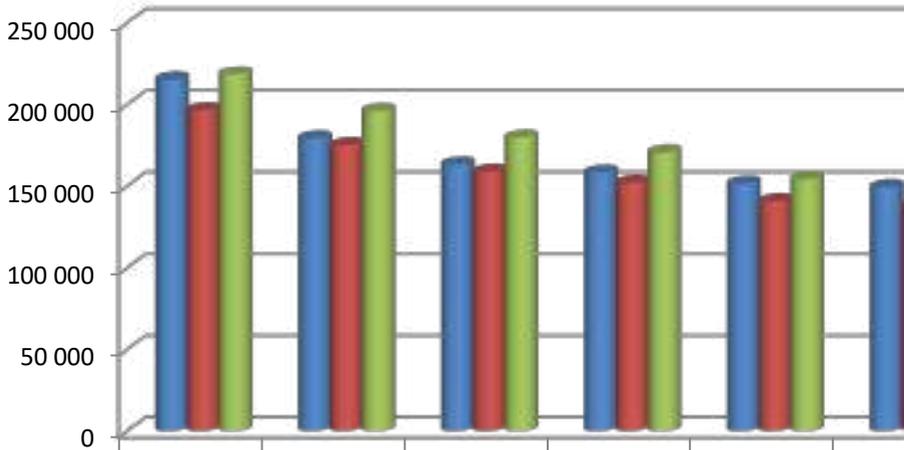
1 211 253 Learners were registered for the Grade 1 to 6 and 9 for the ANA test in 2014. The total number of candidates increased from 1 104 468 in 2013 to 1 211 253 in 2014. A total of 5 430 schools participated in the ANA test. The table below shows the number of Learners per Grade participated in ANA from 2012 to 2014 in Eastern Cape.

Table: 4.1

LEARNER REGISTRATION FROM 2012 TO 2014 IN EASTER

YEAR	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GR
2012	215 321	179 411	163 194	158 399	151 580	14
2013	196 693	175 141	158 983	152 147	140 876	13
2014	218437	195 991	179 800	170 721	154 250	14

LEARNER REGISTRATION 2012 TO 2014



	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRA
■ 2012	215 321	179 411	163 194	158 399	151 580	149
■ 2013	196 693	175 141	158 983	152 147	140 876	138
■ 2014	218437	195 991	179 800	170 721	154 250	143

Table: 4.2

Number of Learners Registered Per Province and Per Grade for ANA in 2014

PROVINCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
EC	218437	195 991	179 800	170 721	154 250	144 100
FS	66526	61254	57581	57002	49481	48 000
GP	196716	190637	180154	170397	152615	150 000
KZN	275194	247349	232070	223402	199962	190 000
LP	159853	150291	139038	132825	116013	110 000
MP	115459	103524	96222	92897	82691	80 000
NC	28323	25751	24545	25102	22896	21 000
NW	84370	82186	77518	76038	67011	62 000
WC	105923	96690	88484	89682	80508	76 000
NATIONAL	1250791	1153340	1075326	1037932	925264	890 000

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

Table: 4.3**Number of schools that participated in ANA 2014**

PROVINCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	TOTAL
EC	4723	4708	4700	4596	4480	4396	2940	5430
FS	970	958	950	891	909	940	428	1311
GP	1479	1560	1585	1589	1575	1588	748	2307
KZN	4187	4162	4171	4147	4066	4038	2080	6025
LP	2538	2538	2537	2530	2502	2489	1501	4028
MP	1257	1257	1254	1248	1232	1217	658	1781
NC	413	410	412	410	411	424	193	656
NW	1086	1068	1084	1082	1058	1060	508	1497
WC	1105	1107	1108	1093	1080	1156	441	1530
NATIONAL	17738	17788	17761	17589	17320	17326	9288	24454

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

Table: 4.4**Number of Independent schools**

PROVINCE	SCHOOL
EC	135
FS	60
GP	176
KZN	140
LP	128
MP	88
NW	13
NC	26
WC	77
National	851

Table: 4.5

Participation of Special schools in ANA in 2014

SPECIAL SCHOOLS		
PROVINCE	SCHOOLS	LEARNERS
EC	17	1225
FB	5	487
GP	44	5705
KZN	25	2291
LP	7	520
MP	1	94
NC	2	199
NW	3	72
WC	14	1364
National	116	11837

5. TEST DEVELOPMENT

The model followed in the process of test development included the appointment of a panel of examiners who took responsibility for a subject in each grade. The test development process was centrally based at the DBE offices in Pretoria, under the management of the DBE officials. The subject experts who were appointed as test developers included teachers currently teaching the grade and the subject, as well as subject advisors and curriculum specialists. Each panel comprised two examiners, a chief examiner, a moderator and an editor. This team developed the test prototype in English, and a panel of 'versioners' were responsible for versioning the English test to the other 10 languages in the foundation phase and into Afrikaans for the intermediate and senior phases.

5.1. Printing, Packing and Distribution of Tests

The printing, packing and distribution of the ANA tests were either done by the provinces or by the DBE. In the case of the Eastern Cape, Mpumalanga, Northern Cape and Western Cape the tests were printed, by the province, using their in-house facilities, in line with the Norms and Standards for printing, packing and distribution. The DBE procured the services of two service providers through a tender process to print, pack and distribute the

tests for Gauteng, Limpopo, KwaZulu-Natal, Free State, and North West. The printing, packing and distribution of the tests were monitored at each of the key stages by the DBE.

5.2. TEST ADMINISTRATION

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

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

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

5.3. MARKING & MODERATION

The standardised measures taken to ensure consistency in marking included

5.3.1. National marking guideline (memoranda) discussion workshops

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

5.3.2. Marking and moderation at school level

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

5.3.3. Centralised marking and moderation

Centralised marking and moderation centres were established in each province for the marking of state-funded Independent School tests as well as the moderation of sampled scripts from Grades 3, 6 and 9 in each of the public schools. School principals were required to select the three scripts according to the pre-selection that was indicated in the mark sheets provided to schools. This ensured that the selection of the three scripts was done objectively and was not biased in favour of the better performing learners. The sampled scripts were submitted to the marking centre/s in each province by 3 October 2014. The centralised marking and moderation took place from 4-10 October 2014 at marking centres across all nine provinces. Two (2) Marking centres were utilised to mark ANA in Eastern Cape – Phandulwazi Agric. School in Fort Beaufort and Queens Girls High in Queenstown on 03 – 10 October 2014.

Table: 5.1 Number of moderated scripts per province and grade

PROVINCE	GRADE 3	GRADE 6	GRADE 9
EC	27 083	25 248	11 883
FS	10 876	11 060	8 611
GP	24 957	34 777	22 359
KZN	37 147	38 311	24 348
LP	18 228	19 013	14 496
MP	8 106	14 682	4 950
NC	4 552	3 878	3828
NP	11 216	12 268	9 289
WC	14 523	13 584	13 320
TOTAL	158 665	169 821	112 834

Table: 5.2 Correlations between school and moderated marks

SUBJECT	GRADE	CORRELATION
MATHEMATICS	3	0.97
LANGUAGE	3	0.97
MATHEMATICS	6	0.98
HOME LANGUAGE	6	0.96
FIRST ADDITIONAL LANGUAGE	6	0.96
MATHEMATICS	9	0.95
HOME LANGUAGE	9	0.95
FIRST ADDITIONAL LANGUAGE	9	0.96

The 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.

TABLE: 5.3 PERCENTAGES OF CAPTURED MARKS PER PROVINCE

PROVINCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	TOTAL
EC	92.0	92.5	90.9	91.6	91.3	91.4	89.3	91.3
FE	88.9	89.4	88.1	90.1	89.4	87.9	84.3	88.4
GP	97.0	93.8	94.7	94.1	94.2	86.4	96.8	95.0
KZN	84.1	93.8	86.1	85.1	84.0	84.7	88.8	91.8
LP	84.9	87.4	86.9	88.4	87.5	87.1	82.4	86.3
MP	83.2	83.6	83.0	83.6	83.5	82.2	76.3	82.1
NC	93.8	93.2	90.8	93.2	92.0	92.9	92.4	92.9
NW	86.7	88.8	87.5	87.0	87.0	86.5	82.7	86.2
WC	88.9	99.0	89.9	89.0	99.0	99.0	99.0	99.0
NATIONAL	89.7	91.6	91.7	92.0	91.7	91.7	87.7	91.2

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

6. ANA VERIFICATION

The DBE contracted an independent agent to report on the reliability of ANA scores. In order to be able to report on the reliability of ANA results the independent agent had to verify that test administration and marking took place in line with acceptable standards. The independent agent monitored testing in a representative sample of schools, drew a random sample of scripts in each school in the sample and marked the sampled scripts according to the DBE memoranda.

The independent agent then compared Universal ANA marks to the marks of sampled learners and provided DBE with a report commenting on the agreement between the marks obtained by sampled learners and the marks of all the other learners that had been imported into the DBE data base. The sample utilised by the independent agent was large enough for accurate estimates of the average scores of provinces as well as national marks to be calculated. In each grade and province learners in 125 schools were in the sample. In a sampled school a random sample of 25 learners per grade was drawn. Their scripts were taken away by the verification agent and marked at a central venue. The marking was done by qualified and experienced teachers and the process was monitored by subject specialists appointed by the DBE.

7. LIMITATIONS OF ANA

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

The fact that ANA tests are exposed necessitates that a different test is administered every year. This makes it difficult to compare performance from year to year because different tests are likely to yield different results. The DBE has started a review of the test design so that in future separate tests will be used to serve diagnostic and system purposes. On the one hand, tests for systemic assessment will be kept confidential so that the same test can be used over a number of years to track trends in performance. On the other hand, tests designed to provide diagnostic information may be kept open to exemplify best assessment practices. The current design of ANA limits the extent to which ANA results may be used.

8. ANA RESULTS 2014

The ANA results for 2014 are provided at the following levels:

**National
Provincial
Districts**

The results will be presented using mean scores and in addition the percentage of learners achieving at the 50% level and above, will be used as another indicator. Information for 2012, 2013 and 2014 is provided but readers are cautioned against making direct comparisons.

Even though tests in all years are referenced to the relevant curriculum documents and every effort is made to develop fair tests, the difficulty level of tests across years may not be identical.

9. NATIONAL RESULTS

Table: 9.1.1 Percentage of learners expected to demonstrate adequate performance over years

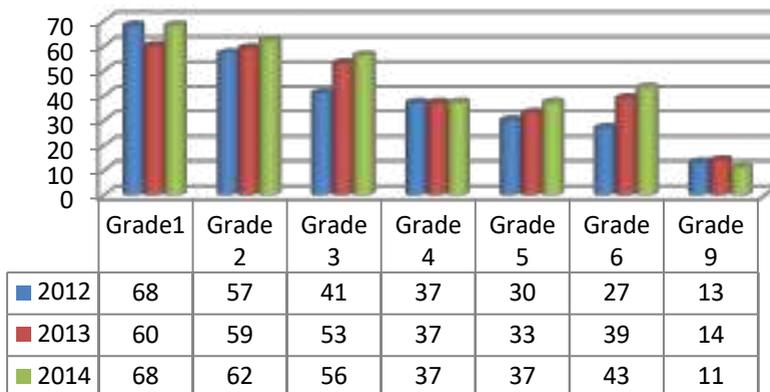
GRADE	LANGUAGE				MATHEMATICS			
	2011	2012	2013	2014	2011	2012	2013	2014
3	53	55	58	60	53	55	58	60
6	46	51	55	60	35	44	52	60

The overarching goal, as per the injunction of the President of the Republic of South Africa in the State of the Nation Address in 2010, is that by 2014 at least 60% of learners in Grades 3, 6 and 9 should achieve acceptable levels of competency in Language and Mathematics. In this report 50% or higher in a paper will be regarded as an acceptable level of competency.

TABLE 9.1.2 MATHEMATICS – NATIONAL RESULTS

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

AVERAGE PERCENTAGE MARKS - MATHEMATICS

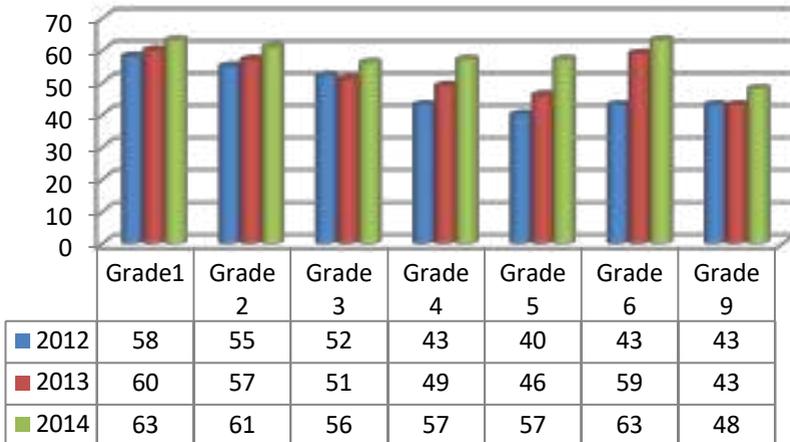


In most grades the average performance of learners in Mathematics improved, except in Grade 4 and Grade 9.

TABLE 9.1.3 HOME LANGUAGE – NATIONAL RESULTS

GRADE	AVERAGE PERCENTAGE MARK – HOME LANGUAGE		
	2012	2013	2014
1	58	60	63
2	55	57	61
3	52	51	56
4	43	49	57
5	40	46	57
6	43	59	63
9	43	43	48

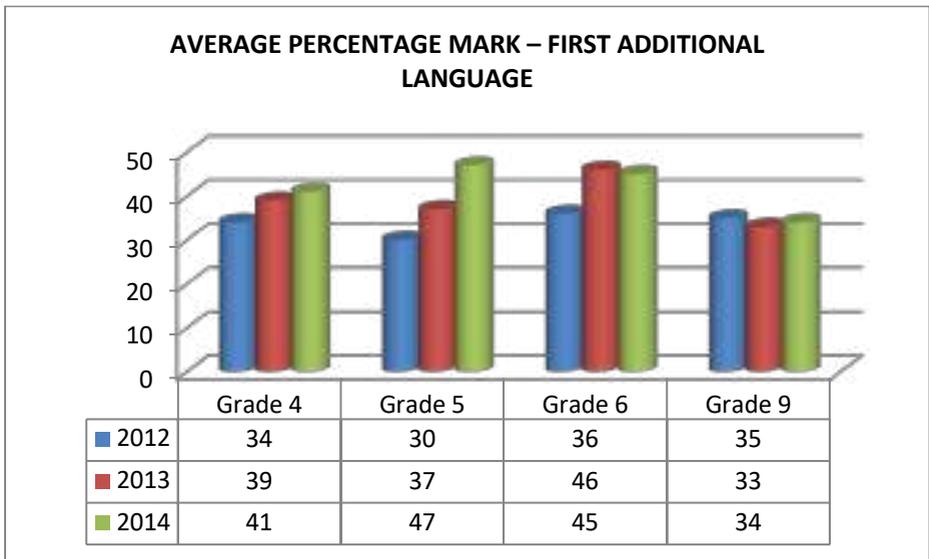
AVERAGE PERCENTAGE MARK – HOME LANGUAGE



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

TABLE 9.1.4 FIRST ADDITIONAL LANGUAGE – NATIONAL RESULTS

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



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

9.2. PERCENTAGE AT ADEQUATE AND HIGHER LEVELS

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

Table 9.2.1 Percentage of learners obtaining at least 50% of the Mathematics marks

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

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

Table 9.2.2 Percentage of learners obtaining at least 50% of the Home Language marks

GRADE	PERCENTAGE OF LEARNERS OBTAINED 50% OR MORE - HOME LANGUAGE		
	2012	2013	2014
3	57	57	66
6	39	38	77
9	39	37	48

For Grade 3 Home Language the target set of 60% in the Action Plan was achieved. In Grade 6 there was a large increase in the percentage of learners reaching acceptable achievement levels. The target of 60% set in the Action Plan was exceeded. The percentage of learners reaching acceptable

achievement in Grade 9 increased considerably, but was still below the goal of 60% set for 2014.

Table 9.2.3 Percentage of learners obtaining at least 50% of the First Additional Language marks

GRADE	PERCENTAGE OF LEARNERS OBTAINED 50% OR MORE – FIRST ADDITIONAL LANGUAGE		
	2012	2013	2014
6	24	41	42
9	21	17	18

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

10. PROVINCIAL RESULTS

The average percentage marks per province are shown in this section for foundation phase, intermediate phase and the senior phase respectively for 2012, 2013 and 2014. The average percentage marks in 2012, 2013 and 2014 are also displayed in graphs. Results will be reported per grade, starting with Grade 1 and continuing to Grade 6 and then also for Grade 9.

GRADE 1: MATHEMATICS

The average percentage mark of Grade 1 learners in Mathematics by province in 2012, 2013 and 2014 is shown in Table 8.2.1

Table 10.1.1 Average percentage mark in Grade 1 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	65.2	66.2	64.5
FS	70.2	68.9	71.1
GP	74.1	65.0	73.9
KZN	69.1	61.8	69.3
LP	64.7	55.7	62.8
MP	65.9	58.2	67.4
NC	63.5	55.1	65.0
NW	63.3	64.7	64.4
WC	70.1	61.1	71.9
National	68.1	59.6	68.4

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

Eastern Cape is in the 7th Position.

PROVINCIAL ACHIEVEMENT IN GRADE 1 MATHEMATICS IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	6	5	7	65.2	56.2	64.5	72.8	65.5	76.1
				68.1	59.6	68.4	77.4	71.3	80.9
National									

GRADE 1: LANGUAGE

The average percentage mark of Grade 1 learners in Language by province in 2012, 2013 and 2014 is shown in Table 10.1.2

Table: 10.1.2 Average percentage mark in Grade 1 Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	55.0	54.8	59.7
FB	59.8	61.4	65.4
GP	62.7	65.4	67.2
KZN	58.4	61.6	64.5
LP	54.6	57.9	58.3
MP	54.1	57.1	60.8
NC	52.4	56.8	60.6
NW	53.1	56.6	59.7
WC	61.0	64.5	66.4
National	57.5	60.4	63.2

The average percentage mark ranged between 58.3% and 68.4% with Western Cape scoring the highest. **Eastern Cape is in the 7th position**

PROVINCIAL ACHIEVEMENT IN GRADE 1 LANGUAGE IN 2012-2014									
Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	5	9	7	55	54.8	59.7	60	63.4	70.8
				57.5	60.4	63.2	63.7	71.4	75.3
National									

GRADE 2: MATHEMATICS

The average percentage mark of Grade 2 learners in Mathematics by province in 2012, 2013 and 2014 is shown in Table 10.1.3

Table: 10.1.3 Average percentage mark in Grade 2 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	55.2	54.1	57.7
FB	59.7	59.9	63.7
GP	63.2	64.5	65.1
KZN	58.4	60.8	63.9
LP	52.7	54.9	57.2
MP	54.3	58.0	62.6
NC	54.4	55.2	58.8
NW	50.6	54.0	58.2
WC	62.1	62.2	63.0
National	57.4	58.9	61.8

The average percentage mark was higher than 50% in all provinces with Gauteng scoring the highest. **Eastern Cape is in the 8th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 2 MATHEMATICS IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	5	8	8	55.2	54.1	57.7	63.3	61.6	67.9
National				57.4	58.9	61.8	67.8	70	74.5

GRADE 2: LANGUAGE

The average percentage mark of Grade 2 learners in Language by province in 2012, 2013 and 2014 is shown in Table 10.1.4

Table: 10.1.4 Average percentage mark in Grade 2 Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	52.8	51.8	54.8
FS	58.3	55.8	63.7
GP	59.1	60.2	65.3
KZN	57.8	58.6	63.9
LP	53.3	52.9	55.1
MP	53.4	54.1	60.3
NC	48.7	52.8	58.9
NW	48.9	51.2	58.3
WC	59.9	62.0	67.0
National	55.3	56.5	61.1

The average percentage mark ranged between 54.8% and 67% with Western Cape scoring the highest. **Eastern Cape is in the 9th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 2 LANGUAGE IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	7	8	9	52.8	51.8	54.8	60.0	57.1	61.9
National				55.3	56.5	61.1	64.0	64.3	71.9

GRADE 3: MATHEMATICS

The average percentage mark of Grade 3 learners in Mathematics by province in 2012, 2013 and 2014 is shown in Table 10.1.5

Table: 10.1.5 Average percentage mark in Grade 3 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	40.5	50.6	52.7	48.8
FS	44.7	54.9	58.5	55.2
GP	46.9	58.9	60.7	59.3
KZN	42.2	55.5	59.1	52.2
LP	34.4	45.5	46.8	39.7
MP	35.6	47.8	52.5	58.0
NC	37.9	50.1	53.3	49.2
NW	34.1	49.1	49.3	44.1
WC	47.4	57.4	60.5	53.6
National	41.2	53.1	55.5	51.3

The Universal score ranged between 46.8% and 60.7%, with Gauteng scoring the highest. **Eastern Cape is in the 7th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 3 MATHEMATICS IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	5	5	7	40.5	50.6	52.7	34.9	54.9	58.1
				41.2	53.1	55.5	36.3	59.1	64.5
National									

GRADE 3: LANGUAGE

The average percentage mark of Grade 3 learners in Language by province in 2012, 2013 and 2014 is shown in Table 10.1.6

Table: 10.1.6 Average percentage mark in Grade 3 Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	50.3	47.0	52.5	48.2
FB	56.3	54.4	58.0	56.8
GP	54.8	54.5	60.1	58.4
KZN	53.5	56.3	58.5	53.5
LP	47.9	46.9	51.8	41.9
MP	48.0	47.0	54.2	53.2
NC	49.4	46.2	52.7	46.2
NW	46.4	46.8	52.7	48.8
WC	57.1	48.9	57.8	53.7
National	52.0	50.8	56.2	52.0

The Universal score ranged between 51% and 60.1% with Gauteng getting the highest score. **Eastern Cape is in the 7th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 3 LANGUAGE IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	5	5	7	50.3	47.0	48.2	52.7	50.2	59.4
				52.0	50.8	52.0	56.6	57.0	65.7
National				52.0	50.8	52.0	56.6	57.0	65.7

GRADE 4: MATHEMATICS

The average percentage mark of Grade 4 learners in Mathematics by province in 2012, 2013 and 2014 is shown in Table 10.1.7

Table: 10.1.7 Average percentage mark in Grade 4 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	35.3	32.6	34.8
FS	36.3	35.0	37.3
GP	42.6	43.8	44.4
KZN	39.4	39.2	38.5
LP	29.4	29.6	28.4
MP	31.7	32.8	35.5
NC	34.5	32.1	34.5
NW	31.6	29.9	30.8
WC	45.6	42.2	41.9
National	37.8	36.8	37.3

The average percentage mark ranged between 28.4% and 44.4%, with Gauteng scoring the highest mark. **Eastern Cape is in the 7th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 4 MATHEMATICS IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	5	6	7	35.3	32.6	34.8	22.7	20.9	22.3
				37.0	36.8	37.3	26.3	27.1	27.4
National									

GRADE 4: HOME LANGUAGE

The average percentage mark of Grade 4 learners in Home Language by province in 2012, 2013 and 2014 is shown in Table 10.1.8.

Table: 10.1.8 Average percentage mark in Grade 4 Home Language by province in 2012, 2013 and 2014.

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	36.3	43.0	49.2
FS	55.4	55.5	54.3
GP	49.7	53.4	50.4
KZN	36.2	46.6	57.7
LP	24.1	44.3	50.5
MP	31.8	43.2	56.6
NC	41.1	43.9	48.8
NW	25.9	46.9	53.8
WC	54.8	54.1	57.6
National	42.5	48.3	56.5

The average percentage mark ranged between 48.6% and 59.4% with Gauteng scoring the highest mark. **Eastern Cape is in the 8th Position.**

PROVINCIAL ACHIEVEMENT IN GRADE 4 HOME LANGUAGE IN 2012-2014									
Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	5	8	8	38.3	43.0	49.2	32.5	40.0	52.3
				41.3	52.1	56.5	41.3	52.1	66.4
National									

GRADE 4: FIRST ADDITIONAL LANGUAGE

The average percentage mark of Grade 4 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in Table 10.1.9

Table: 10.1.9 Average percentage mark in Grade 4 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	36.6	37.6	40.1
FS	31.9	40.2	42.4
GP	40.6	46.4	47.4
KZN	34.3	41.8	42.6
LP	28.5	35.8	36.3
MP	30.4	38.0	40.6
NC	33.2	32.9	36.5
NW	29.9	38.5	37.9
WC	33.4	41.4	42.4
National	33.8	39.2	41.8

The average percentage mark ranged between 36.3% and 47.4% with Gauteng scoring the highest mark. **Eastern Cape is in the 6th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 4 FIRST ADD LANG IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	2	6	6	36.0	37.6	40.1	28.8	28.9	33.2
				33.6	39.2	41	25.2	30.9	35.0
National									

GRADE 5: MATHEMATICS

The average percentage mark of Grade 5 learners in Mathematics by province in 2012, 2013 and 2014 is shown in Table 10.1.10

Table: 10.1.10 Average percentage mark in Grade 5 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	28.1	29.1	32.2
FS	30.9	32.5	30.3
GP	35.7	40.8	45.7
KZN	31.1	35.0	37.6
LP	24.3	26.1	27.9
MP	26.1	29.1	36.1
NC	27.1	26.8	34.0
NW	26.1	28.2	32.5
WC	35.4	36.7	45.2
National	30.4	33.4	37.3

The average percentage mark ranged between 27.9% and 45.7% with Gauteng scoring the highest mark. **Eastern Cape is in the 8th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 5 MATHEMATICS IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	2012	2013	2014	2012	2013	2014	2012	2013	2014
	5	5	8	28.1	29.1	32.2	12.0	14.6	18.6
National				30.4	33.4	37.3	16.1	21.2	27.8

GRADE 5: HOME LANGUAGE

The average percentage mark of Grade 5 learners in Home Language by province in 2012, 2013 and 2014 is shown in Table 10.1.11

Table: 10.1.11 Average percentage mark in Grade 5 Home Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	35.0	36.3	45.7
FS	50.2	57.5	56.9
GP	45.5	51.8	59.8
KZN	34.4	43.7	56.6
LP	24.2	32.6	53.2
MP	30.5	52.2	55.4
NC	39.1	42.1	49.3
NW	26.2	38.6	58.0
WC	50.9	55.8	58.5
National	39.9	45.6	57.1

The average percentage mark ranged between 49.3% and 59.8% with Gauteng scoring the highest. **Eastern Cape is in the 8th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 5 HOME LANGUAGE IN 2012-2014									
Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	5	8	8	35.0	36.3	49.7	27.6	26.9	53.5
				39.9	45.6	57.1	36.5	44.7	67.5
National									

GRADE 5: FIRST ADDITIONAL LANGUAGE

The average percentage mark of Grade 5 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in Table 10.1.12

Table: 10.1.12 Average percentage mark in Grade 5 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)		
	2012	2013	2014
EC	30.3	34.1	42.8
FS	27.9	36.9	50.9
GP	36.8	47.5	54.5
KZN	31.0	37.0	47.0
LP	25.3	31.1	41.7
MP	26.3	34.8	40.1
NC	30.1	34.5	44.8
NW	27.9	34.1	48.6
WC	31.0	39.1	51.9
National	29.6	36.5	46.7

The average percentage mark ranged between 41.7% and 54.5% with Gauteng scoring the highest. **Eastern Cape is in 8th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 5 FIRST ADD LANG IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	4	7	8	30.3	34.1	42.8	16.4	22.8	39.0
				29.6	36.5	46.7	15.9	26.7	46.6

GRADE 6: MATHEMATICS

The average percentage mark of Grade 6 learners in Mathematics by province in 2012, 2013 and 2014 is shown in Table 10.1.13

Table: 10.1.13 Average percentage mark in Grade 6 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	24.9	33.0	36.8	38.1
FS	28.4	40.0	47.7	48.2
GP	30.9	44.7	51.1	50.0
KZN	28.1	41.2	43.8	40.1
LP	21.4	32.8	35.3	32.8
MP	23.4	33.6	39.9	39.9
NC	23.8	35.8	39.3	41.6
NW	23.8	39.5	38.8	36.5
WC	32.7	44.9	50.9	41.8
National	26.7	38	43.1	41.8

The Universal score ranged between 35.3% and 51.1%, with Gauteng scoring the highest mark. **Eastern Cape is in the 7th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 6 MATHEMATICS IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape									
	5	8	7	24.9	33.0	36.8	8.1	16.2	23.3
National				26.7	39.0	43.1	10.6	26.5	35.4

GRADE 6: HOME LANGUAGE

The average percentage mark of Grade 6 learners in Home Language by province in 2012, 2013 and 2014 is shown in Table 10.1.14

Table: 10.1.14 Average percentage mark in Grade 6 Home Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	38.4	44.8	54.7	47.7
FS	52.2	54.6	55.3	62.2
GP	49.3	61.3	64.8	60.4
KZN	49.9	57.4	60.9	61.3
LP	28.2	31.6	54.1	47.4
MP	33.4	57.5	60.0	60.3
NC	39.0	52.8	58.9	58.4
NW	33.1	58.3	61.3	58.1
WC	49.7	63.0	64.8	60.4
National	42.8	58.8	62.7	61.2

The Universal score ranged between 54.1% and 64.8% with Western Cape scoring the highest. **Eastern Cape is in the 8th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 6 HOME LANGUAGE IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	2012	2013	2014	2012	2013	2014	2012	2013	2014
	5	9	8	38.4	44.8	54.7	29.4	40.7	62.2
National				42.8	58.8	62.7	38.7	67.6	77.0

GRADE 6: FIRST ADDITIONAL LANGUAGE

The average percentage mark of Grade 6 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in Table 10.1.15

Table: 10.1.15 Average percentage mark in Grade 6 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	36.3	45.2	41.6	36.2
FS	37.3	47.9	49.6	45.9
GP	42.8	52.4	54.5	53.0
KZN	35.3	47.7	45.6	41.4
LP	31.7	43.2	41.2	36.0
MP	31.1	41.7	45.5	41.0
NC	36.4	40.3	47.7	36.7
NW	36.1	46.7	44.0	36.5
WC	36.3	46.1	49.6	49.3
National	35.8	45.7	45.4	42.4

The Universal score ranged between 41.2% and 54.5% with Gauteng scoring the highest mark. **Eastern Cape is in the 7th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 6 FIRST ADD LANG IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	4	6	7	36.3	43.2	41.6	25.0	36.2	35.1
				35.6	45.7	45.4	24.4	41.2	42.3

GRADE 9: MATHEMATICS

The average percentage mark of Grade 9 learners in Mathematics by province in 2012, 2013 and 2014 is shown in Table 10.1.16

Table: 10.1.16 Average percentage mark in Grade 9 Mathematics by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	14.8	15.8	13.3	11.1
FS	14.0	15.3	12.9	13.8
GP	14.7	15.9	12.4	12.9
KZN	12.0	16.4	10.7	8.2
LP	8.5	9.0	5.9	6.5
MP	11.9	13.7	11.3	12.1
NC	13.2	12.6	9.7	8.7
NW	11.2	13.3	10.6	10.4
WC	16.7	17.9	13.0	11.9
National	12.7	13.8	10.8	10.9

The Universal score ranged between 5.9% and 13.3% with Western Cape scoring the highest mark. **Eastern Cape is in the 6th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 9 MATHEMATICS IN 2012-2014

Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape									
	3	4	6	14.6	15.8	13.3	2.6	3.3	3.3
National				12.7	13.9	10.8	2.3	3.4	2.9

GRADE 9: HOME LANGUAGE

The average percentage mark of Grade 9 learners in Home Language by province in 2012, 2013 and 2014 is shown in Table 10.1.17

Table: 10.1.17 Average percentage mark in Grade 9 Home Language by province in 2012, 2013 and 2014

PROVINCE	AVERAGE MARK (%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	42.6	35.2	44.2	43.8
FB	48.9	54.5	52.5	56.8
GP	50.3	44.0	46.4	50.9
KZN	37.7	39.3	46.0	44.9
LP	31.2	33.7	36.9	47.3
MP	40.3	52.4	53.3	56.8
NC	44.3	43.1	47.3	46.9
NW	38.3	48.5	51.8	42.8
WC	48.4	48.6	48.5	48.5
National	43.4	43.1	48.3	49.4

The Universal score ranged between 36.9% and 53.3% with Mpumalanga scoring the highest. **Eastern Cape is in the 8th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 9 HOME LANGUAGE IN 2012-2014									
Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	2012	2013	2014	2012	2013	2014	2012	2013	2014
	5	8	8	42.6	35.2	44.2	36.0	20.7	38.8
National				43.4	43.1	48.3	38.9	37	48.1

GRADE 9: FIRST ADDITIONAL LANGUAGE

The average percentage mark of Grade 9 learners in First Additional Language by province in 2012, 2013 and 2014 is shown in Table 10.1.18

Table: 10.1.18 Average percentage mark in Grade 9 First Additional Language by province in 2012, 2013 and 2014.

PROVINCE	AVERAGE MARK (%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	35.0	34.1	35.7	32.1
FS	37.2	34.6	37.9	34.8
GP	40.3	38.1	38.6	35.8
KZN	32.3	31.8	32.0	28.4
LP	29.8	29.6	29.8	27.5
MP	37.4	35.4	38.3	34.2
NC	37.9	34.7	40.0	34.5
NW	39.1	36.4	36.8	34.6
WC	37.2	36.0	38.9	39.2
National	34.8	33.2	34.4	33.0

The Universal score ranged between 29.8% and 40% with Northern Cape scoring the highest. **Eastern Cape is in the 7th position.**

PROVINCIAL ACHIEVEMENT IN GRADE 9 FIRST ADD LANG IN 2012-2014									
Province	Position			Average Percentage of Marks			Percentage Learners Achieved 50% & Above		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Eastern Cape	7	7	7	35.0	34.1	35.7	20.9	19.4	21.1
				34.6	33.2	34.4	20.8	17.1	18.3
National									

Table: 10.1.19

SUMMARY OF ANA PERFORMANCE - EASTERN CAPE

SUBJECT	GRADE	POSITION			AVERAGE % MARKS		
		2012	2013	2014	2012	2013	2014
Mathematics	1	6	5	7	65.2	56.2	64.5
Languages	1	5	9	7	55	54.8	59.7
Mathematics	2	5	8	8	55.2	54.1	57.7
Languages	2	7	8	9	52.8	51.8	54.8
Mathematics	3	5	5	7	40.5	50.6	48.8
Languages	3	5	5	7	50.3	47.0	52.5
Mathematics	4	5	6	7	35.3	32.6	34.8
Home Language	4	5	8	8	38.3	43.0	49.2
First Add Lang	4	2	6	6	36.0	37.6	40.1
Mathematics	5	5	5	8	28.1	29.1	32.2
Home Language	5	5	8	8	35.0	36.3	49.7
First Add Lang	5	4	7	8	30.3	34.1	42.8
Mathematics	6	5	8	7	24.9	33.0	38.1
Home Language	6	5	9	8	38.4	44.8	47.7
First Add Lang	6	4	6	7	36.3	43.2	38.2
Mathematics	9	3	4	6	14.6	15.8	13.3
Home Language	9	5	8	8	42.6	35.2	44.2
First Add Lang	9	7	7	7	35.0	34.1	35.7

KEY	
	Improved
	Remain the same
	Decreased

10.2 PERCENTAGE LEARNERS AT ADEQUATE AND HIGHER LEVELS

The percentage of learners attaining the adequate achievement level, are shown in this section for each grade respectively for 2012, 2013 and 2014.

GRADE 1: MATHEMATICS

The achievement of Grade 1 learners in Mathematics by province in 2012, 2013 and 2014 is shown in Table 10.2.1

Table: 10.2.1 Achievement in Grade 1 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	72.8	65.5	76.1
FS	81.0	71.1	84.7
GP	85.7	79.2	87.4
KZN	78.8	74.9	82.0
LP	73.1	65.2	74.3
MP	74.9	67.4	79.9
NC	71.6	62.3	77.0
NW	71.2	64.5	75.9
WC	80.3	73.2	85.1
National	77.4	71.3	80.9

The percentage of learners attaining acceptable achievement levels was high in all provinces with Gauteng having the highest percentage of learners in this category. **Eastern Cape is in the 8th position.**

GRADE 1: LANGUAGES

Table: 10.2.2 Achievement in Grade 1 Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	60.0	63.4	70.8
FS	68.5	73.8	78.1
GP	72.1	77.9	80.5
KZN	65.4	73.5	77.4
LP	58.8	67.6	69.0
MP	58.1	67.8	72.6
NC	55.7	65.2	70.8
NW	55.5	66.9	71.1
WC	68.5	75.3	81.1
National	63.7	71.4	78.3

The percentage of learners attaining acceptable achievement levels was high in all provinces, varying from 70.8% for Eastern Cape to 81.1% for Western Cape. **Eastern Cape is in the 7th position.**

GRADE 2: MATHEMATICS

Table: 10.2.3 Achievement in Grade 2 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	63.3	61.6	67.9
FB	72.6	72.4	78.7
GP	78.3	78.6	81.2
KZN	69.8	73.4	78.1
LP	59.2	63.5	67.4
MP	62.9	67.4	77.3
NC	61.5	63.1	68.8
NW	54.2	61.8	69.1
WC	78.8	74.5	74.7
National	67.8	70.0	74.5

Similar to Grade 1, the percentage of learners attaining acceptable achievement levels was high in all provinces with Gauteng having the highest percentage of learners in the acceptable achievement category. **Eastern Cape is in the 8th position.**

GRADE 2: LANGUAGES

Table: 10.2.4 Achievement in Grade 2 Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	60.0	57.1	61.9
FS	66.4	66.9	78.1
GP	69.9	69.2	77.4
KZN	63.4	68.9	76.7
LP	60.4	58.3	62.3
MP	61.4	62.3	71.9
NC	52.2	57.8	68.4
NW	48.8	56.1	67.8
WC	71.6	72.9	79.7
National	64.0	64.8	71.9

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

Eastern Cape is in the 9th position.

GRADE 3: MATHEMATICS

Table: 10.2.5 Achievement in Grade 3 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	34.9	54.9	54.1	62.3
FS	41.8	63.2	71.0	65.2
GP	47.9	69.8	73.4	73.6
KZN	37.6	64.0	79.9	66.4
LP	23.7	44.4	48.7	33.6
MP	25.0	50.2	69.3	54.8
NC	31.2	54.0	69.3	49.8
NW	23.4	51.9	53.5	39.4
WC	48.0	66.0	77.8	68.0
National	36.3	59.1	64.8	55.6

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

Eastern Cape is in the 8th position.

GRADE 3: LANGUAGES

Table: 10.2.6 Achievement in Grade 3 Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	52.7	50.2	58.4	51.0
FB	65.2	65.7	72.1	64.8
GP	61.7	63.1	70.8	70.5
KZN	58.2	54.5	71.4	58.7
LP	48.8	49.9	56.7	42.5
MP	48.9	51.4	65.4	58.8
NC	51.4	48.8	58.2	44.8
NW	46.3	50.1	58.9	51.2
WC	62.4	54.9	68.1	64.2
National	58.8	57	66.7	58.8

In all provinces except for Northern Cape the percentage of learners attaining acceptable achievement levels in Universal ANA reached 50%, with Free State attaining the highest percentage. **Eastern Cape is in the 7th position.**

GRADE 4: MATHEMATICS

Table: 10.2.7 Achievement in Grade 4 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	22.7	20.9	22.3
FB	22.9	22.4	26.7
GP	35.9	40.1	41.3
KZN	30.5	31.2	31.0
LP	13.7	15.0	13.4
MP	16.8	17.6	21.5
NC	23.0	20.1	22.5
NW	18.5	15.2	15.7
WC	42.2	36.5	35.8
National	26.3	27.1	27.4

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

Eastern Cape is in the 6th position.

GRADE 4: HOME LANGUAGES

Table: 10.2.8 Achievement in Grade 4 Home Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	32.3	40.0	52.3
FS	58.0	64.3	62.8
GP	53.2	59.9	71.7
KZN	51.9	45.5	47.5
LP	12.1	41.5	55.3
MP	23.8	39.3	47.8
NC	38.1	44.1	52.0
NW	14.3	47.9	60.7
WC	63.0	83.2	69.1
National	41.3	52.1	66.4

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

Eastern Cape is in the 8th position.

GRADE 4: FIRST ADDITIONAL LANGUAGES

Table: 10.2.9 Achievement in Grade 4 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	28.8	28.9	33.2
FS	21.2	32.8	36.7
GP	36.9	46.7	48.2
KZN	26.4	35.3	38.1
LP	17.4	24.3	26.7
MP	19.4	27.5	33.8
NC	24.8	20.8	27.5
NW	19.5	26.1	28.7
WC	24.2	34.6	37.4
National	25.2	30.9	36.8

The percentage of learners attaining acceptable achievement levels varied across provinces from 26.7% for Limpopo to 48.2% for Gauteng. **Eastern Cape is in the 6th position.**

GRADE 5: MATHEMATICS

Table: 10.2.10 Achievement in Grade 5 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	12.0	14.6	18.8
FB	15.5	17.8	28.8
GP	24.3	33.9	44.0
KZN	19.7	23.7	27.9
LP	7.4	10.4	13.1
MP	8.8	12.6	22.5
NC	12.7	14.2	23.3
NW	9.1	12.5	17.8
WC	30.9	31.4	42.3
National	18.1	21.2	27.8

The percentage of learners attaining acceptable achievement levels varied across provinces from 13.1% for Limpopo to 44% for Gauteng. **Eastern Cape is in the 7th position.**

GRADE 5: HOME LANGUAGES

Table: 10.2.11 Achievement in Grade 5 Home Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	27.8	28.9	53.5
FB	53.9	66.3	67.5
GP	46.4	56.1	72.4
KZN	29.7	40.5	66.1
LP	12.8	21.3	50.4
MP	22.9	56.5	64.3
NC	31.8	39.0	53.0
NW	13.6	32.7	68.2
WC	55.2	64.2	70.6
National	38.3	44.7	67.5

The percentage of learners attaining acceptable achievement levels was much higher in 2014 than in previous years. The percentage of learners attaining acceptable achievement levels varied across provinces from 53% for Northern Cape to 72.4% for Gauteng. **Eastern Cape is in the 8th position.**

GRADE 5: FIRST ADDITIONAL LANGUAGES

Table: 10.2.12 Achievement in Grade 5 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)		
	2012	2013	2014
EC	16.4	22.8	39.0
FB	11.5	25.6	54.8
GP	25.7	48.9	62.3
KZN	18.4	27.6	46.6
LP	10.8	18.1	38.8
MP	10.6	23.3	51.4
NC	17.7	24.6	43.2
NW	12.6	22.3	46.7
WC	16.0	29.8	58.3
National	15.9	26.7	46.6

The percentage of learners attaining acceptable achievement levels was much higher in 2014 than in previous years. The percentage of learners attaining acceptable achievement levels varied across provinces from 36.8% for Limpopo to 62.3% for Gauteng. **Eastern Cape is in the 8th position.**

GRADE 6: MATHEMATICS

Table: 10.2.13 Achievement in Grade 6 Mathematics by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 60%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	8.1	16.2	23.3	22.0
FB	11.7	26.5	44.0	41.0
GP	16.4	38.4	51.7	53.1
KZN	11.8	30.4	36.4	31.4
LP	4.6	15.3	21.3	15.8
MP	5.7	16.1	27.0	27.1
NC	7.6	20.5	26.2	24.4
NW	7.1	20.8	26.6	29.0
WC	15.8	37.7	50.9	44.9
National	10.6	26.5	36.4	32.4

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 21.3% for Limpopo to 51.7% for Gauteng. **Eastern Cape is in the 7th position.**

GRADE 6: HOME LANGUAGES

Table: 10.2.14 Achievement in Grade 6 Home Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	29.4	49.7	82.2	63.7
FS	56.8	88.4	79.3	89.3
GP	51.9	71.7	79.8	90.7
KZN	34.9	63.7	78.5	73.3
LP	14.5	53.7	59.7	54.8
MP	23.2	68.4	77.7	83.8
NC	28.1	67.3	87.0	63.1
NW	20.4	67.1	74.8	74.6
WC	50.4	75.7	82.1	79.9
National	38.7	67.8	77.0	74.6

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 59.7% for Limpopo to 82.1% for Western Cape. **Eastern Cape is in the 8th position.**

GRADE 6: FIRST ADDITIONAL LANGUAGES

Table: 10.2.15 Achievement in Grade 6 First Additional Language by province in 2012, 2013 and 2014

Province	Acceptable achievement (≥ 50%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	25	38.2	35.1	24.2
FS	24.8	45.2	51.6	45.3
GP	38.9	58.6	61.2	58.2
KZN	23.5	44.7	42.3	32.1
LP	18.2	35.4	33.9	24.0
MP	17.6	34.9	42.0	34.9
NC	25.3	29.2	38.9	28.8
NW	24.9	42.6	30.2	31.8
WC	28.7	48.4	51.1	52.2
National	24.4	41.2	42.3	36.1

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 33.9% for Limpopo to 61.2% for Gauteng. **Eastern Cape is in the 8th position.**

GRADE 9: MATHEMATICS

Table: 10.2.16 Achievement in Grade 9 Mathematics by province in 2012, 2013 and 2014

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

Learners performed poorly in Mathematics. The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 0.7% for Limpopo to 6.2% for Western Cape. Compared to 2013 there was a slight increase in learners attaining acceptable achievement levels. **Eastern Cape is in the 4th position.**

GRADE 9: HOME LANGUAGES

Table: 10.2.17 Achievement in Grade 9 Home Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	36.0	30.7	38.8	37.5
FS	48.7	61.1	59.0	62.3
GP	54.1	38.6	48.3	60.7
KZN	28.4	30.6	49.0	51.6
LP	17.0	22.4	27.4	39.7
MP	32.6	58.1	61.1	79.7
NC	36.1	34.0	44.7	39.2
NW	29.2	49.2	56.7	57.5
WC	47.4	46.3	48.7	44.3
National	38.5	37	48.1	47.8

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 27.4% for Limpopo to 61.1% for Mpumalanga. **Eastern Cape is in the 8th position.**

GRADE 9: FIRST ADDITIONAL LANGUAGES

Table: 10.2.18 Achievement in Grade 9 First Additional Language by province in 2012, 2013 and 2014

PROVINCE	ACCEPTABLE ACHIEVEMENT (≥ 50%)			
	2012	2013	2014	
			UNIVERSAL	VERIFICATION
EC	20.9	19.4	21.1	12.1
FS	22.9	17.4	21.5	15.8
GP	31.0	25.6	25.0	21.0
KZN	17.6	15.2	16.1	12.3
LP	13.7	12.5	11.4	7.8
MP	24.8	19.3	23.5	17.7
NC	26.2	18.2	26.5	19.0
NW	27.0	20.5	19.7	13.9
WC	22.9	19.2	24.2	22.6
National	20.8	17.1	18.3	15

The percentage of learners attaining acceptable achievement levels in Universal ANA varied across provinces from 11.4% for Limpopo to 26.5% for Northern Cape. **Eastern Cape is in the 6th position.**

Table: 10.2.19

SUMMARY OF ANA PERFORMANCE - EASTERN CAPE							
SUBJECT	GRADE	POSITION			ACCEPTABLE ACHIEVEMENTS (50% OR MORE)		
		2012	2013	2014	2012	2013	2014
Mathematics	1	6	5	8	72.8	65.5	76.1
Languages	1	5	9	7	60.0	63.4	70.8
Mathematics	2	5	8	8	63.3	61.6	67.9
Languages	2	7	8	9	60.0	57.1	61.9
Mathematics	3	5	5	8	34.9	54.9	58.1
Languages	3	5	5	7	52.7	50.2	59.4
Mathematics	4	5	6	6	22.7	20.9	22.3
Home Language	4	5	8	8	32.5	40.0	52.3
First Add Lang	4	2	6	6	28.8	28.9	33.2
Mathematics	5	5	5	7	12.0	14.6	18.6
Home Language	5	5	8	8	27.6	26.9	53.5
First Add Lang	5	4	7	8	16.4	22.8	39.0
Mathematics	6	5	8	7	8.1	16.2	23.3
Home Language	6	5	9	8	29.4	40.7	62.2
First Add Lang	6	4	6	8	25.0	36.2	35.1
Mathematics	9	3	4	4	2.6	3.3	3.3
Home Language	9	5	8	8	36.0	20.7	38.8
First Add Lang	9	7	7	6	20.9	19.4	21.1
	KEY						
		Improved					
		Remain the same					
		Decreased					

11. ANALYSIS BY SEVEN LEVELS OF ACHIEVEMENT

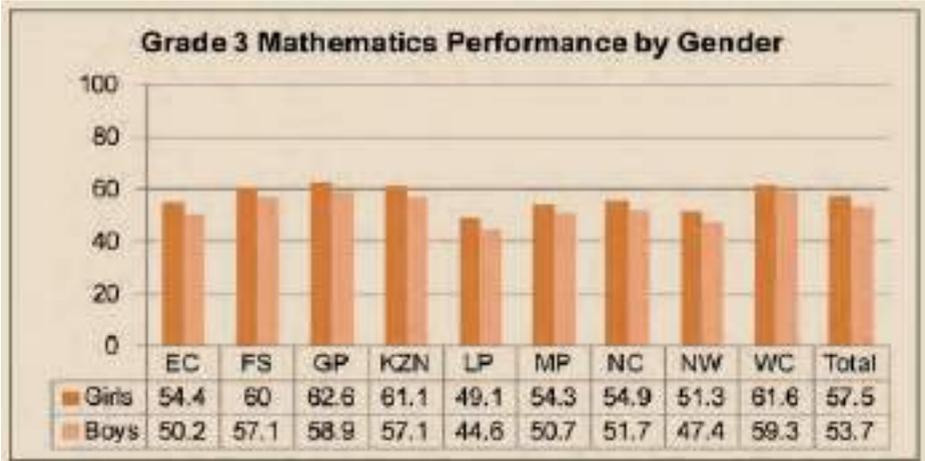
Learner achievement was expressed in terms of the seven levels of achievement specified in the CAPS document for the end of phase in Grades, 3, 6 and 9. In this section the results for each grade and subject are presented in distribution tables and graphs. The levels and descriptors are shown in the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

12. ANALYSIS OF ACHIEVEMENT BY GENDER

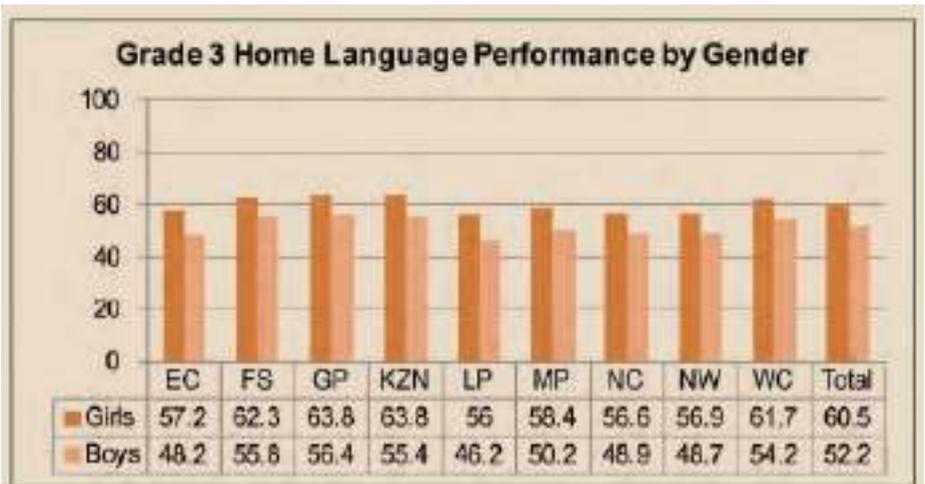
The difference in scholastic achievement between boys and girls was investigated. The average percentage marks obtained by males and females are depicted in the graphs below for Grades 3, 6 and 9 per subject.

Average % mark in Grade 3 Mathematics by gender



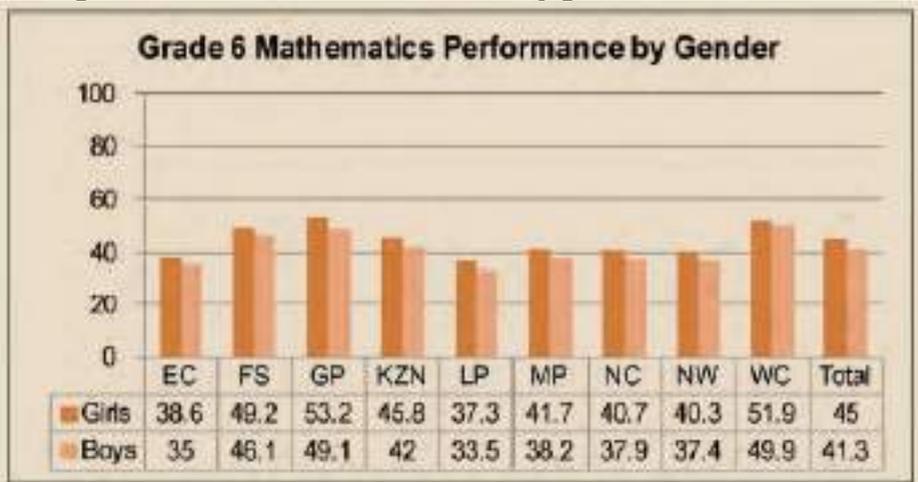
Girl learners performed better than boy learners in all provinces.

Average % mark in Grade 3 Home Language by gender



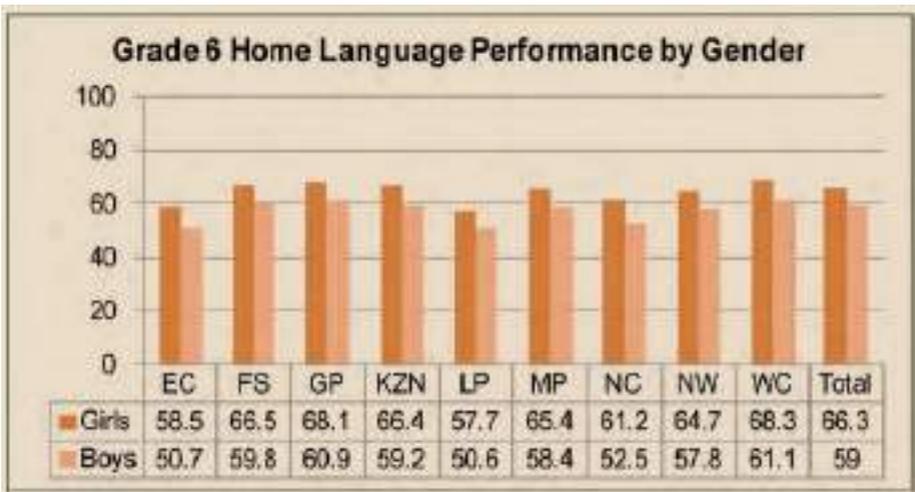
Girl learners performed better than boy learners in all provinces.

Average % mark in Grade 6 Mathematics by gender



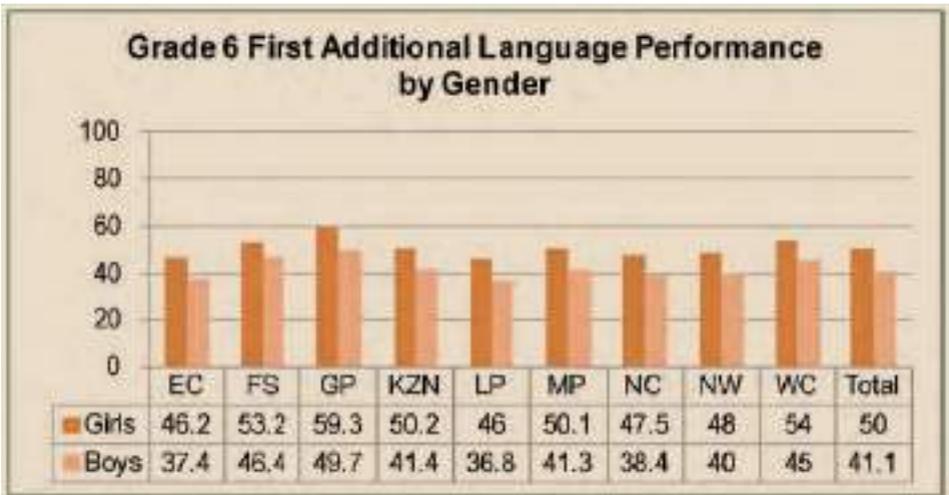
Girl learners performed better than boy learners in all provinces.

Average % mark in Grade 6 Home Language by gender



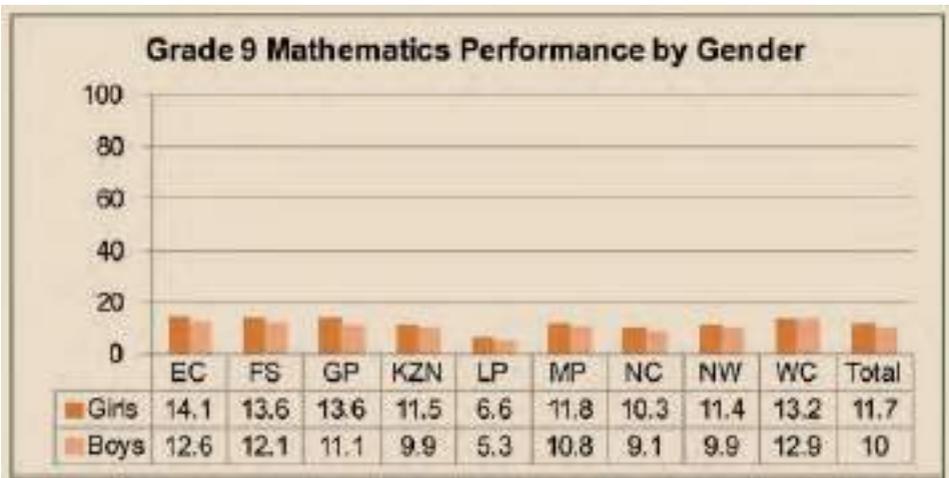
Girl learners performed better than boy learners in all provinces.

Average % mark in Grade 6 FAL by gender



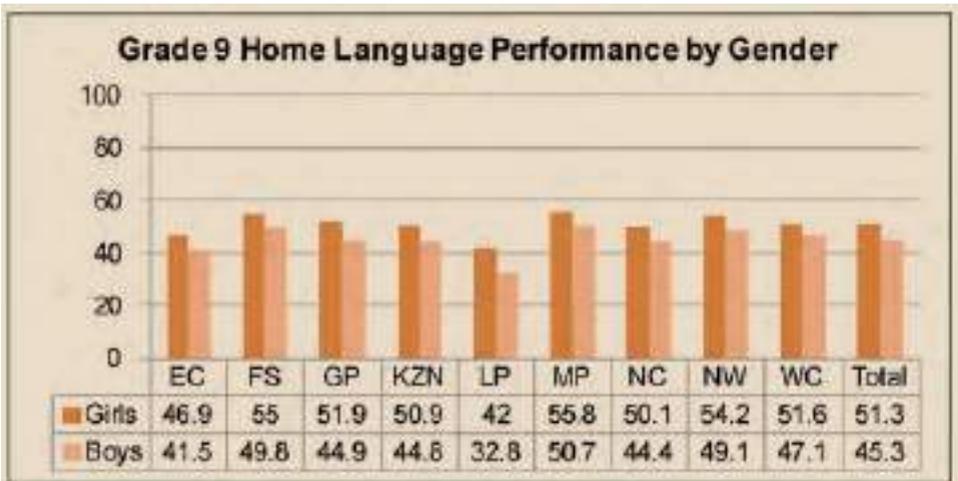
Girl learners performed better than boy learners in all provinces.

Average % mark in Grade 9 Mathematics by gender



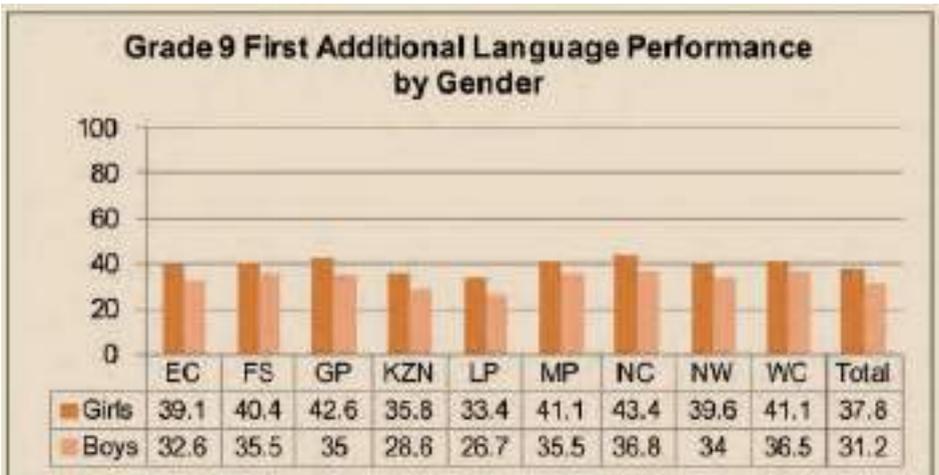
Girl learners performed better than boy learners in all provinces.

Average % mark in Grade 9 Home Language by gender



Girl learners performed better than boy learners in all provinces.

Average % mark in Grade 9 First Additional Language by gender



Girl learners performed better than boy learners in all provinces.

13. ANALYSIS BY OFFICIAL SCHOOL POVERTY QUINTILE

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

Average % mark in Mathematics by grade and poverty quintile.

	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7
Quintile 1	65.1	59.2	52.5	32.8	32.1	38.1	10.1
Quintile 2	66.8	60.2	52.9	34.3	33.4	39.6	8.7
Quintile 3	67.4	60.4	53.9	35.6	34.5	40.4	8.2
Quintile 4	71.2	63.5	58.0	40.4	41.2	48.1	9.2
Quintile 5	78.4	71.4	68.9	52.9	55.0	60.3	21.6

Average % mark in Home Language by grade and poverty quintile

	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7
Quintile 1	59.7	58.9	54.0	44.6	46.6	50.8	37.2
Quintile 2	60.8	58.2	54.3	45.5	48.2	52.8	39.6
Quintile 3	62.1	58.5	55.2	48.1	49.9	54.6	41.4
Quintile 4	66.0	64.3	58.8	54.1	53.9	60.3	43.8
Quintile 5	76.1	75.9	67.3	65.4	65.5	70.9	55.5

Average % mark in FAL by grade and poverty quintile

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

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.

14. 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).

	GRADE 1	GRADE 2	GRADE 3
Afrikaans	70.9	69.4	32.6
English	68.7	67.5	59.4
IsiXhosa	59.3	54.1	52.5
Sesotho	63.8	61.1	57.8

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

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

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

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

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

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

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

15. PERFORMANCE BY DISTRICT

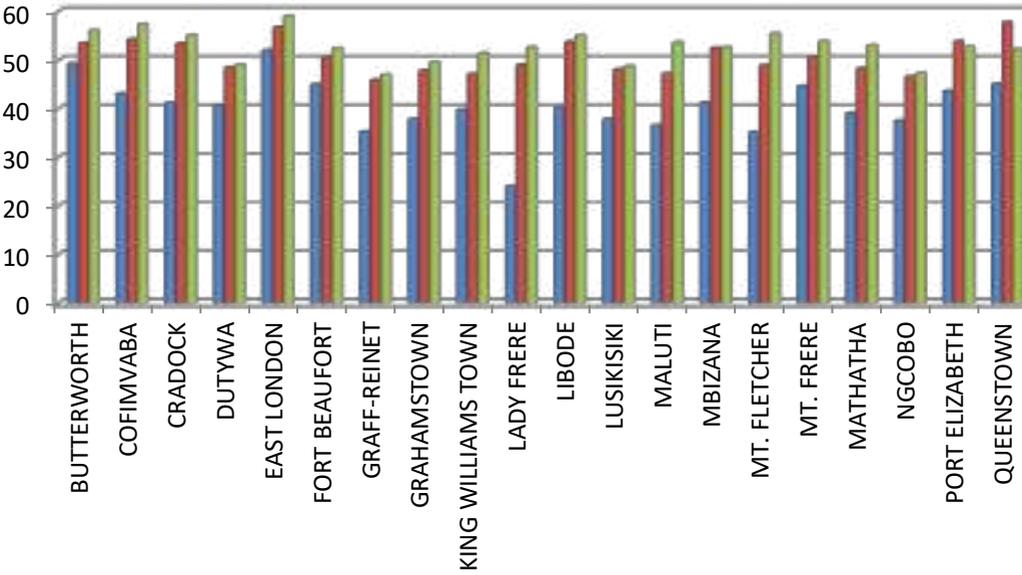
In the following tables average percentage marks for Grades 3, 6 and 9 Language and Mathematics are presented by districts.

GRADE 3

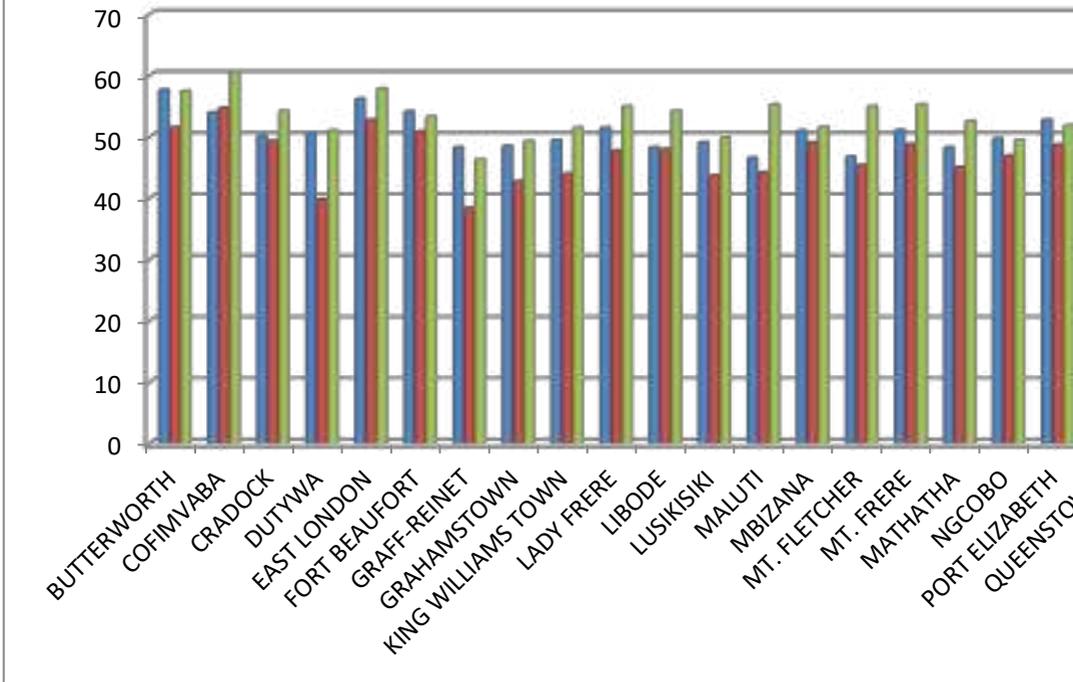
Table 15.1 Average % marks for Grade 3 for districts in Eastern Cape

AVERAGE % MARKS OF GRADE 3 FOR DISTRICTS						
	MATHEMATICS			LANGUAGES		
	2012	2013	2014	2012	2013	2014
BUTTERWORTH	49,2	53,4	56	57,6	51,5	57,4
COFIMVABA	43	54,2	57,3	53,9	54,7	60,6
CRADOCK	41,1	53,4	55,0	50,1	49,3	54,2
DUTYWA	40,7	48,4	48,9	50,6	39,8	50,9
EAST LONDON	51,9	56,7	58,9	56,1	52,7	57,8
FORT BEAUFORT	44,9	50,5	52,3	54,1	50,8	53,2
GRAFF-REINET	35,2	45,8	46,9	48,2	38,3	46,2
GRAHAMSTOWN	37,8	47,8	49,5	48,4	42,7	49,2
KING WILLIAMS TOWN	39,7	47,1	51,3	49,4	43,9	51,4
LADY FRERE	24	48,9	52,5	51,4	47,7	54,9
LIBODE	40,2	53,7	54,9	48,2	47,9	54,2
LUSIKISIKI	37,8	48	48,6	49	43,6	49,8
MALUTI	36,5	47,2	53,9	46,5	44,2	55,2
MBIZANA	41,2	52,4	52,5	50,9	49	51,5
MT. FLETCHER	35,1	48,8	55,3	46,7	45,3	54,9
MT. FRERE	44,6	50,5	53,8	51	48,7	55,2
MTHATHA	39	48,2	53,0	48,2	45	52,5
NGCOBO	37,5	46,5	47,2	49,7	46,9	49,4
PORT ELIZABETH	43,6	53,8	52,6	52,7	48,6	51,8
QUEENSTOWN	45	57,7	52,1	53,7	55,6	53,7
QUMBU	39,7	48	46,9	47,9	43,5	48,3
STERKSPRUIT	32,7	42,9	43,3	43,9	39,5	41,1
UITENHAGE	42,4	51,8	48,9	52,3	47,5	47,0

Average % marks for Grade 3 for districts- Mat



Average % marks for Grade 3 for districts- Languages



ACHIEVEMENT OF DISTRICTS: HIGHEST TO LOWEST

TABLE 15.2 GRADE 3- MATHEMATICS

POSITION	Average % marks for Grade 3 for districts			
	MATHEMATICS			
		2012	2013	2014
1	EAST LONDON	51,9	56,7	58,9
2	COFIMVABA	43	54,2	57,3
3	BUTTERWORTH	49,2	53,4	56
4	MT. FLETCHER	35,1	48,8	55,3
5	CRADOCK	41,1	53,4	55
6	LIBODE	40,2	53,7	54,9
7	MT. FRERE	44,6	50,5	53,8
8	MALUTI	36,5	47,2	53,6
9	MTHATHA	39	48,2	53
10	PORT ELIZABETH	43,6	53,8	52,6
11	LADY FRERE	24	48,9	52,5
12	MBIZANA	41,2	52,4	52,5
13	FORT BEAUFORT	44,9	50,5	52,3
14	QUEENSTOWN	45	57,7	52,1
15	KING WILLIAMS TOWN	39,7	47,1	51,3
16	GRAHAMSTOWN	37,8	47,8	49,5
17	DUTYWA	40,7	48,4	48,9
18	UITENHAGE	42,4	51,8	48,9
19	LUSIKISIKI	37,8	48	48,6
20	NGCOBO	37,5	46,5	47,2
21	GRAFF-REINET	35,2	45,8	46,9
22	QUMBU	39,7	48	46,9
23	STERKSPRUIT	32,7	42,9	43,3

TABLE 15.3 GRADE 3- LANGUAGES

POSITION	Average % marks for Grade 3 for districts			
	LANGUAGES			
		2012	2013	2014
1	COFIMVABA	53,9	54,7	60,6
2	EAST LONDON	56,1	52,7	57,8
3	BUTTERWORTH	57,6	51,5	57,4
4	MALUTI	46,5	44,2	55,2
5	MT. FRERE	51	48,7	55,2
6	LADY FRERE	51,4	47,7	54,9
7	MT. FLETCHER	46,7	45,3	54,9
8	CRADOCK	50,1	49,3	54,2
9	LIBODE	48,2	47,9	54,2
10	QUEENSTOWN	53,7	55,6	53,7
11	FORT BEAUFORT	54,1	50,8	53,2
12	MTHATHA	48,2	45	52,5
13	PORT ELIZABETH	52,7	48,6	51,8
14	MBIZANA	50,9	49	51,5
15	KING WILLIAMS TOWN	49,4	43,9	51,4
16	DUTYWA	50,6	39,8	50,9
17	LUSIKISIKI	49	43,6	49,8
18	NGCOBO	49,7	46,9	49,4
19	GRAHAMSTOWN	48,4	42,7	49,2
20	QUMBU	47,9	43,5	48,3
21	UITENHAGE	52,3	47,5	47
22	GRAFF-REINET	48,2	38,3	46,2
23	STERKSPRUIT	43,9	39,5	41,1

TABLE 15.4 GRADE 6- MATHEMATICS

AVERAGE MARKS OF GRADE 6 FOR DISTRICTS			
	MATHEMATICS		
	2012	2013	2014
BUTTERWORTH	29,4	32,6	39,2
COFIMVABA	25,5	34,3	42,5
CRADOCK	23,5	30,8	35,4
DUTYWA	25,7	29,3	35
EAST LONDON	29,4	37,8	43,9
FORT BEAUFORT	26,9	33,5	36,5
GRAFF-REINET	23,5	30,9	34,6
GRAHAMSTOWN	25,4	35,9	37,1
KING WILLIAMS TOWN	24,9	33,8	37,8
LADY FRERE	25,5	25,8	38
LIBODE	23,5	33,4	37
LUSIKISIKI	23,9	31,8	32,6
MALUTI	19,9	28,1	35,7
MBIZANA	26,7	35,28	37,3
MT. FLETCHER	18,4	27,4	31,5
MT. FRERE	25,7	35,2	36,6
MTHATHA	23,6	33,3	39,1
NGCOBO	22,2	30,1	31,4
PORT ELIZABETH	26,4	44,3	37,9
QUEENSTOWN	23,7	35,4	36,3
QUMBU	28,7	38,2	38,1
STERKSPRUIT	20,3	26,7	30,5
UITENHAGE	25	35,5	38,5

AVERAGE MARKS OF GRADE 6 FOR DISTRICTS- MATHEMATICS

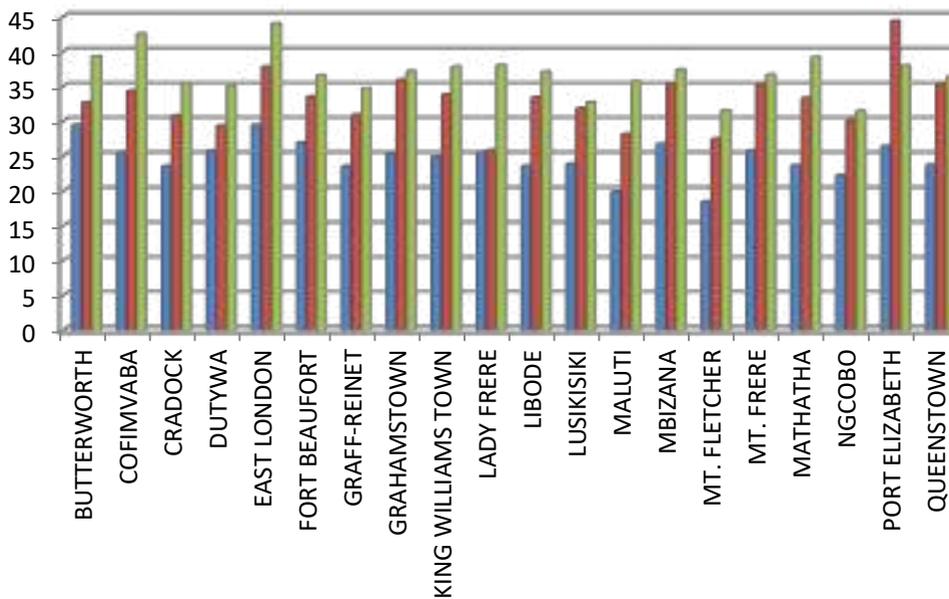


TABLE 15.5 GRADE 6- HOME LANGUAGE

AVERAGE MARKS OF GRADE 6 FOR DISTRICTS			
	HOME LANGUAGE		
	2012	2013	2014
BUTTERWORTH	29,6	43,6	51,6
COFIMVABA	28,5	44,3	53,3
CRADOCK	39,8	48,8	53,2
DUTYWA	27,2	42,3	46,7
EAST LONDON	49	51	60,6
FORT BEAUFORT	48,1	33	44,1
GRAFF-REINET	38,2	45,2	53,1
GRAHAMSTOWN	39	51,1	56,5
KING WILLIAMS TOWN	34,8	44,7	56,6
LADY FRERE	32,7	39,7	50
LIBODE	28,3	39,8	50,3
LUSIKISIKI	29,3	40,9	39,5
MALUTI	30,5	55,8	52,5
MBIZANA	27,1	44,8	65,4
MT. FLETCHER	33	40,1	56,1
MT. FRERE	32,8	46	45
MTHATHA	32,6	39,3	58,2
NGCOBO	30,6	44	45
PORT ELIZABETH	47	50,5	56,6
QUEENSTOWN	46,9	55,2	54,3
QUMBU	30,5	46,8	57
STERKSPRUIT	28,3	35,6	52,6
UITENHAGE	39,8	45,7	51,3

AVERAGE MARKS OF GRADE 6 FOR DISTRICTS- HOME LANGUAGE

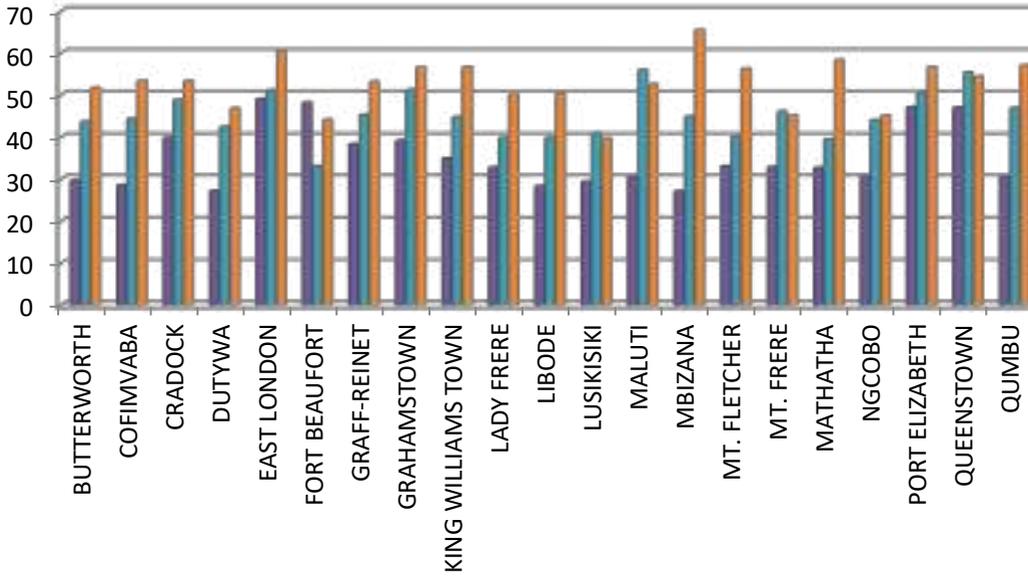
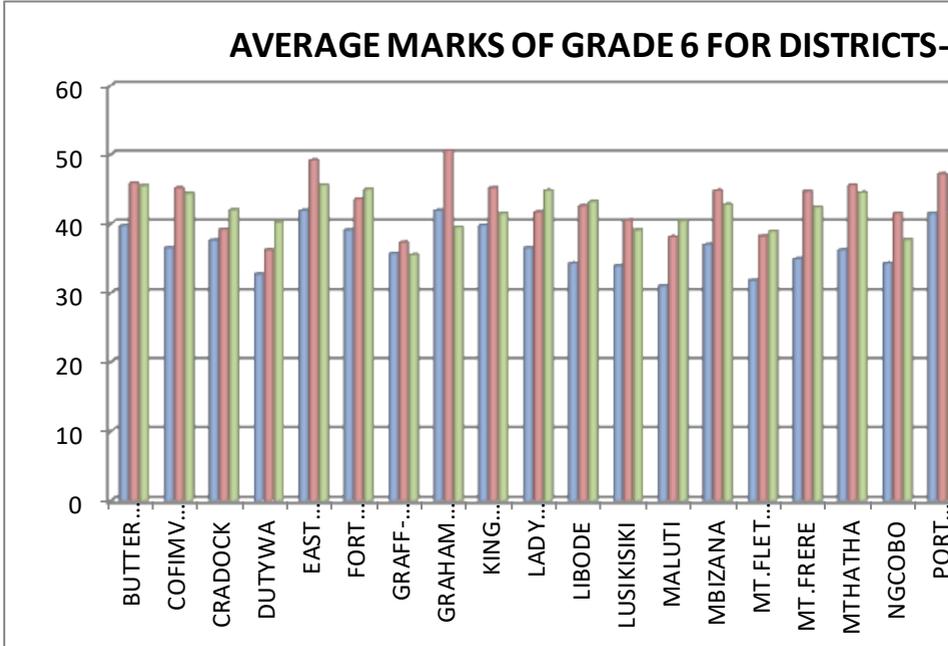


TABLE 15.6 GRADE 6- FIRST ADDITIONAL LANGUAGE

AVERAGE MARKS OF GRADE 6 FOR DISTRICTS			
	FIRST ADDITIONAL LANGUAGE		
	2012	2013	2014
BUTTERWORTH	39,7	45,9	45,5
COFIMVABA	36,5	45,2	44,4
CRADOCK	37,6	39,2	42
DUTYWA	32,7	36,2	40,2
EAST LONDON	41,9	49,2	45,6
FORT BEAUFORT	39,1	43,6	45
GRAFF-REINET	35,7	37,3	35,5
GRAHAMSTOWN	41,9	50,6	39,5
KING WILLIAMS TOWN	39,8	45,2	41,5
LADY FRERE	36,5	41,7	44,8
LIBODE	34,3	42,6	43,2
LUSIKISIKI	33,9	40,5	39,1
MALUTI	31	38,1	40,4
MBIZANA	37	44,8	42,8
MT. FLETCHER	31,8	38,2	38,9
MT. FRERE	34,9	44,7	42,4
MTHATHA	36,2	45,6	44,5
NGCOBO	34,3	41,5	37,7
PORT ELIZABETH	41,5	47,2	41,5
QUEENSTOWN	35,5	47,4	41,5
QUMBU	35,9	44,2	40
STERKSPRUIT	32,5	37,8	32
UITENHAGE	42,5	51	36,4



ACHIEVEMENT OF DISTRICTS: HIGHEST TO LOWEST

TABLE 15.7 GRADE 6- MATHEMATICS

POSITION	AVERAGE MARKS OF GRADE 6 FOR DISTRICTS			
		MATHEMATICS		
		2012	2013	2014
1	EAST LONDON	29,4	37,8	43,9
2	COFIMVABA	25,5	34,3	42,5
3	BUTTERWORTH	29,4	32,6	39,2
4	MTHATHA	23,6	33,3	39,1
5	UITENHAGE	25	35,5	38,5
6	QUMBU	28,7	38,2	38,1
7	LADY FRERE	25,5	25,8	38
8	PORT ELIZABETH	26,4	44,3	37,9
9	KING WILLIAMS TOWN	24,9	33,8	37,8
10	MBIZANA	26,7	35,28	37,3
11	GRAHAMSTOWN	25,4	35,9	37,1
12	LIBODE	23,5	33,4	37
13	MT. FRERE	25,7	35,2	36,6
14	FORT BEAUFORT	26,9	33,5	36,5
15	QUEENSTOWN	23,7	35,4	36,3
16	MALUTI	19,9	28,1	35,7
17	CRADOCK	23,5	30,8	35,4
18	DUTYWA	25,7	29,3	35
19	GRAFF-REINET	23,5	30,9	34,6
20	LUSIKISIKI	23,9	31,8	32,6
21	MT. FLETCHER	18,4	27,4	31,5
22	NGCOBO	22,2	30,1	31,4
23	STERKSPRUIT	20,3	26,7	30,5

TABLE 15.8 GRADE 6- HOME LANGUAGE

POSITION	AVERAGE MARKS OF GRADE 6 FOR DISTRICTS			
		HOME LANGUAGE		
		2012	2013	2014
1	MBIZANA	27,1	44,8	65,4
2	EAST LONDON	49	51	60,6
3	MTHATHA	32,6	39,3	58,2
4	QUMBU	30,5	46,8	57
5	PORT ELIZABETH	47	50,5	56,6
6	KING WILLIAMS TOWN	34,8	44,7	56,6
7	GRAHAMSTOWN	39	51,1	56,5
8	MT. FLETCHER	33	40,1	56,1
9	QUEENSTOWN	46,9	55,2	54,3
10	COFIMVABA	28,5	44,3	53,3
11	CRADOCK	39,8	48,8	53,2
12	GRAFF-REINET	38,2	45,2	53,1
13	STERKSPRUIT	28,3	35,6	52,6
14	MALUTI	30,5	55,8	52,5
15	BUTTERWORTH	29,6	43,6	51,6
16	UITENHAGE	39,8	45,7	51,3
17	LIBODE	28,3	39,8	50,3
18	LADY FRERE	32,7	39,7	50
19	DUTYWA	27,2	42,3	46,7
20	MT. FRERE	32,8	46	45
21	NGCOBO	30,6	44	45
22	FORT BEAUFORT	48,1	33	44,1
23	LUSIKISIKI	29,3	40,9	39,5

TABLE 15.9 GRADE 6- FIRST ADDITIONAL LANGUAGE

POSITION	AVERAGE MARKS OF GRADE 6 FOR DISTRICTS			
		FIRST ADDITIONAL LANGUAGE		
		2012	2013	2014
1	EAST LONDON	41,9	49,2	45,6
2	BUTTERWORTH	39,7	45,9	45,5
3	FORT BEAUFORT	39,1	43,6	45
4	LADY FRERE	36,5	41,7	44,8
5	MTHATHA	36,2	45,6	44,5
6	COFIMVABA	36,5	45,2	44,4
7	LIBODE	34,3	42,6	43,2
8	MBIZANA	37	44,8	42,8
9	MT. FRERE	34,9	44,7	42,4
10	CRADOCK	37,6	39,2	42
11	PORT ELIZABETH	41,5	47,2	41,5
12	KING WILLIAMS TOWN	39,8	45,2	41,5
13	QUEENSTOWN	35,5	47,4	41,5
14	MALUTI	31	38,1	40,4
15	DUTYWA	32,7	36,2	40,2
16	QUMBU	35,9	44,2	40
17	GRAHAMSTOWN	41,9	50,6	39,5
18	LUSIKISIKI	33,9	40,5	39,1
19	MT. FLETCHER	31,8	38,2	38,9
20	NGCOBO	34,3	41,5	37,7
21	UITENHAGE	42,5	51	36,4
22	GRAFF-REINET	35,7	37,3	35,5
23	STERKSPRUIT	32,5	37,8	32

TABLE 15.10 GRADE 9- MATHEMATICS

AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS			
	MATHEMATICS		
	2012	2013	2014
BUTTERWORTH	20,2	27,4	23
COFIMVABA	18,5	22,6	20,1
CRADOCK	10,6	10,3	7,1
DUTYWA	18,4	17,7	15,4
EAST LONDON	13,2	13,3	10,2
FORT BEAUFORT	10,3	11,8	7,5
GRAFF-REINET	11,1	9,7	6,9
GRAHAMSTOWN	13,1	13,2	8,4
KING WILLIAMS TOWN	11,3	12,8	8,8
LADY FRERE	14,8	15,5	13,7
LIBODE	16,2	19	19
LUSIKISIKI	14,4	17,3	13,4
MALUTI	12,7	13,4	10,3
MBIZANA	16,8	19,2	16,6
MT. FLETCHER	11,1	13,3	10,9
MT. FRERE	17,1	21,9	15,6
MTHATHA	14,9	18	16,9
NGCOBO	14,5	17	14,5
PORT ELIZABETH	14,7	14,2	8,4
QUEENSTOWN	12	13,3	9,2
QUMBU	17,4	22,2	15,5
STERKSPRUIT	11,8	13,4	8,7
UITENHAGE	13,2	15,7	9,8

AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS - MAT

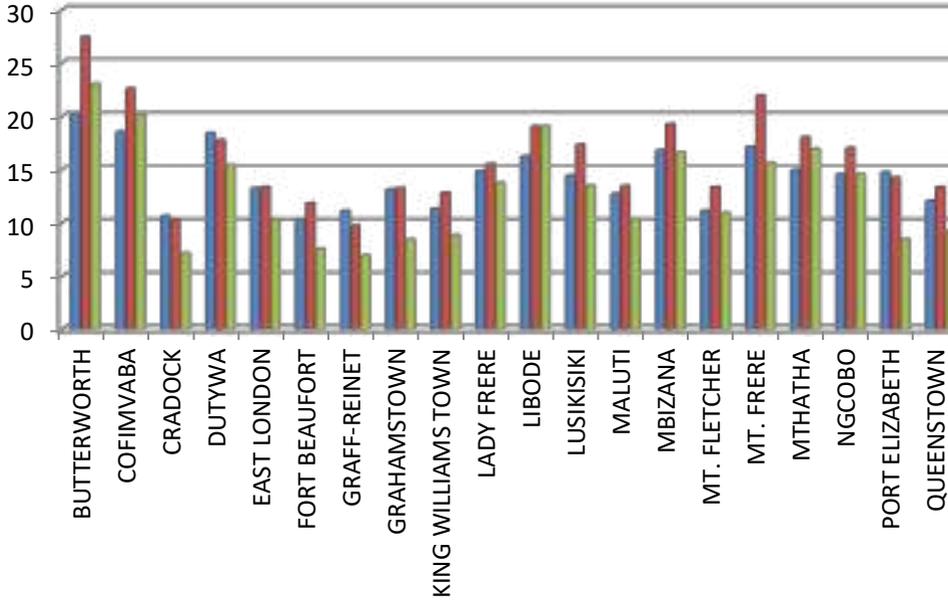


TABLE 15.11 GRADE 9- HOME LANGUAGE

AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS			
	HOME LANGUAGE		
	2012	2013	2014
BUTTERWORTH	35,1	36,6	43
COFIMVABA	34,1	33,3	42,3
CRADOCK	42,8	42	41,6
DUTYWA	34,6	35,3	47,8
EAST LONDON	47,7	36	51,5
FORT BEAUFORT	28,8	33,3	37
GRAFF-REINET	42,4	36,2	37,1
GRAHAMSTOWN	54,9	32,1	43,3
KING WILLIAMS TOWN	41,8	31,4	48,3
LADY FRERE	37,7	31	38,1
LIBODE	33,2	31,8	38,2
LUSIKISIKI	36,3	33,5	40,9
MALUTI	32,5	38,6	57,4
MBIZANA	32	29	54,1
MT. FLETCHER	37,4	28,6	53,1
MT. FRERE	37,2	35,3	34,5
MTHATHA	35,9	31,7	53,9
NGCOBO	38,4	34,1	36,3
PORT ELIZABETH	47,4	42	43,4
QUEENSTOWN	55,7	45,1	44,3
QUMBU	23,7	37,4	47,3
STERKSPRUIT	46	34,6	45,6
UITENHAGE	43,7	44,7	43,4

AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS- H

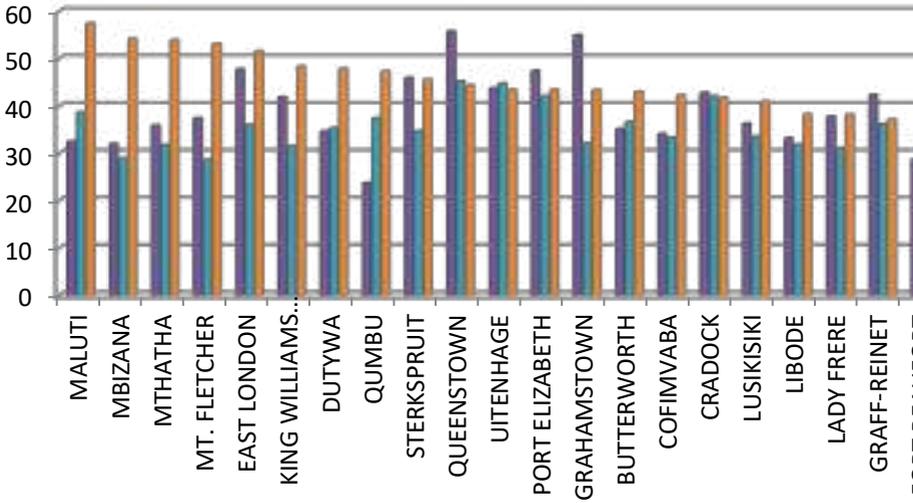
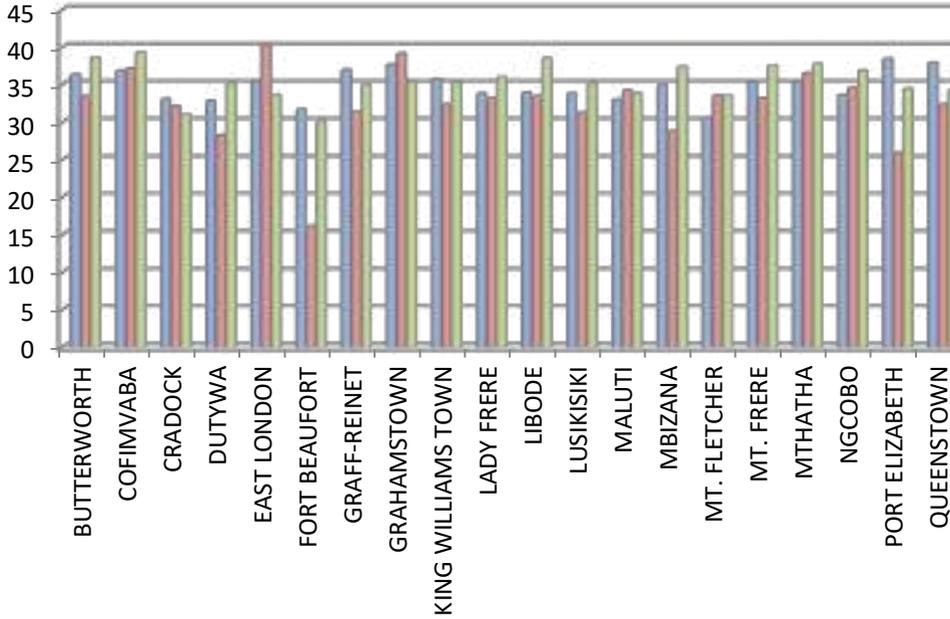


TABLE 15.12 GRADE 9- FIRST ADDITIONAL LANGUAGE

AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS			
	FIRST ADDITIONAL LANGUAGE		
	2012	2013	2014
BUTTERWORTH	36,3	33,4	38,5
COFIMVABA	36,8	37,1	39,2
CRADOCK	33	32,1	30,9
DUTYWA	32,8	28,2	35,1
EAST LONDON	35,4	40,3	33,6
FORT BEAUFORT	31,7	16,1	30,1
GRAFF-REINET	36,9	31,3	34,9
GRAHAMSTOWN	37,6	39,1	35,3
KING WILLIAMS TOWN	35,7	32,3	35,2
LADY FRERE	33,8	33,1	35,9
LIBODE	33,9	33,4	38,5
LUSIKISIKI	33,8	31,2	35,1
MALUTI	32,9	34,2	33,8
MBIZANA	34,9	28,7	37,3
MT. FLETCHER	30,5	33,5	33,5
MT. FRERE	35,3	33,1	37,4
MTHATHA	35,4	36,5	37,7
NGCOBO	33,6	34,5	36,8
PORT ELIZABETH	38,4	25,8	34,4
QUEENSTOWN	37,9	32,3	34,2
QUMBU	33,7	33,4	36,7
STERKSPRUIT	34,6	37,1	29,6
UITENHAGE	38	32,1	34,4

AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS- F



ACHIEVEMENT OF DISTRICTS: HIGHEST TO LOWEST

TABLE 15.13 GRADE 9: MATHEMATICS

POSITION	AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS			
		MATHEMATICS		
		2012	2013	2014
1	BUTTERWORTH	20,2	27,4	23
2	COFIMVABA	18,5	22,6	20,1
3	LIBODE	16,2	19	19
4	MTHATHA	14,9	18	16,9
5	MBIZANA	16,8	19,2	16,6
6	MT. FRERE	17,1	21,9	15,6
7	QUMBU	17,4	22,2	15,5
8	DUTYWA	18,4	17,7	15,4
9	NGCOBO	14,5	17	14,5
10	LADY FRERE	14,8	15,5	13,7
11	LUSIKISIKI	14,4	17,3	13,4
12	MT. FLETCHER	11,1	13,3	10,9
13	MALUTI	12,7	13,4	10,3
14	EAST LONDON	13,2	13,3	10,2
15	UITENHAGE	13,2	15,7	9,8
16	QUEENSTOWN	12	13,3	9,2
17	KING WILLIAMS TOWN	11,3	12,8	8,8
18	STERKSPRUIT	11,8	13,4	8,7
19	GRAHAMSTOWN	13,1	13,2	8,4
20	PORT ELIZABETH	14,7	14,2	8,4
21	FORT BEAUFORT	10,3	11,8	7,5
22	CRADOCK	10,6	10,3	7,1
23	GRAFF-REINET	11,1	9,7	6,9

TABLE 15.14 GRADE 9: HOME LANGUAGE

POSITION	AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS	HOME LANGUAGE		
		2012	2013	2014
1	MALUTI	32,5	38,6	57,4
2	MBIZANA	32	29	54,1
3	MTHATHA	35,9	31,7	53,9
4	MT. FLETCHER	37,4	28,6	53,1
5	EAST LONDON	47,7	36	51,5
6	KING WILLIAMS TOWN	41,8	31,4	48,3
7	DUTYWA	34,6	35,3	47,8
8	QUMBU	23,7	37,4	47,3
9	STERKSPRUIT	46	34,6	45,6
10	QUEENSTOWN	55,7	45,1	44,3
11	UITENHAGE	43,7	44,7	43,4
12	PORT ELIZABETH	47,4	42	43,4
13	GRAHAMSTOWN	54,9	32,1	43,3
14	BUTTERWORTH	35,1	36,6	43
15	COFIMVABA	34,1	33,3	42,3
16	CRADOCK	42,8	42	41,6
17	LUSIKISIKI	36,3	33,5	40,9
18	LIBODE	33,2	31,8	38,2
19	LADY FRERE	37,7	31	38,1
20	GRAFF-REINET	42,4	36,2	37,1
21	FORT BEAUFORT	28,8	33,3	37
22	NGCOBO	38,4	34,1	36,3
23	MT. FRERE	37,2	35,3	34,5

TABLE 15.15 GRADE 9: FIRST ADDITIONAL LANGUAGE

POSITION	AVERAGE % MARKS OF GRADE 9 FOR DISTRICTS			
		FIRST ADDITIONAL LANGUAGE		
		2012	2013	2014
1	COFIMVABA	36,8	37,1	39,2
2	BUTTERWORTH	36,3	33,4	38,5
3	LIBODE	33,9	33,4	38,5
4	MTHATHA	35,4	36,5	37,7
5	MT. FRERE	35,3	33,1	37,4
6	MBIZANA	34,9	28,7	37,3
7	NGCOBO	33,6	34,5	36,8
8	QUMBU	33,7	33,4	36,7
9	LADY FRERE	33,8	33,1	35,9
10	GRAHAMSTOWN	37,6	39,1	35,3
11	KING WILLIAMS TOWN	35,7	32,3	35,2
12	DUTYWA	32,8	28,2	35,1
13	LUSIKISIKI	33,8	31,2	35,1
14	GRAFF-REINET	36,9	31,3	34,9
15	PORT ELIZABETH	38,4	25,8	34,4
16	UITENHAGE	38	32,1	34,4
17	QUEENSTOWN	37,9	32,3	34,2
18	MALUTI	32,9	34,2	33,8
19	EAST LONDON	35,4	40,3	33,6
20	MT. FLETCHER	30,5	33,5	33,5
21	CRADOCK	33	32,1	30,9
22	FORT BEAUFORT	31,7	16,1	30,1
23	STERKSPRUIT	34,6	37,1	29,6

16. 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:

Table 16.1 Average % marks in Mathematics by grade and school type

GRADE	PUBLIC	INDEPENDENT
3	55.5	58.0
6	43.0	51.8

Table 16.2 Average % marks in Home Language by school type for Grade 3

GRADE	PUBLIC	INDEPENDENT
3	45.3	53.9
6	34.3	42.1

Table 16.3 Average % marks in First Additional Language by school type for Grade 6

GRADE	PUBLIC	INDEPENDENT
6	45.3	53.9

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

17. 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.

TABLE 17.1 AVERAGE PERCENTAGE MARKS FOR GRADE 3 IN SPECIAL SCHOOLS

PROVINCE	HOME LANGUAGE		MATHEMATICS	
	2013	2014	2013	2014
EC	54.1	43.8	63.9	42.6
FS	38.6	43.1	36.7	49.5
GP	46.5	54.9	53.5	56.0
KZ	52.9	54.5	58	53.0
LP	32.1	27.2	32.8	30.7
MP	*	53.3	46.2	58.1
NC	50.7	59.5	62.4	63.4
NW	39.8	69.3	46.1	39.7
WC	52.4	56.5	60.7	57.8
National	48.6	52.4	54.6	52.8

* There were no participating learners for this subject.

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

TABLE 17.2 AVERAGE PERCENTAGE MARKS FOR GRADE 6 IN SPECIAL SCHOOLS

PROVINCE	HOME LANG		FIRST ADD LANG		MATHEMATICS	
	2013	2014	2013	2014	2013	2014
EC	56.7	49.6	35.7	29.6	21.0	32.6
FS	63.7	50.5	28.4	24.6	35.2	44.6
GP	56.3	58.4	35.6	35.9	34.9	39.3
KZ	64.9	66.8	43.4	30.1	44.8	48.6
LP	33.7	*	*	24.3	26.6	18.4
MP	*	*	26.7	32.3	17.7	49.9
NC	50.5	65.0	*	32.0	37.8	41.5
NW	63.4	*	52.3	39.0	50.2	14.7
WC	57.7	59.9	41.3	59.5	35.2	44.6
National	57.0	58.4	39.5	34.1	35.8	37.1

* There were no participating learners for this subject.

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

18. SUMMARY

In lower grades more learners were attaining acceptable achievement levels than in higher grades. More learners were attaining acceptable achievement levels in Language than in Mathematics. In First Additional Language learners performed less well than in Home Language. Learners in independent schools achieved slightly better than learners in public schools. Learners in special schools achieved at about the same level as learners in mainstream schools.

Achievement in 2014 may be compared to the targets set for Grades 3 and 6 in the Action Plan. The targets were reached for Grade 3 Mathematics and Language. For Grade 6 Home Language the target was reached and surpassed. For First Additional Language and Mathematics achievement fell below the targets.

19. CONCLUSION AND WAY FORWARD

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

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

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

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

target has been exceeded in Home Language, but in Grade 6 Mathematics the results show that learners are still below the target.

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

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

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

Notes