



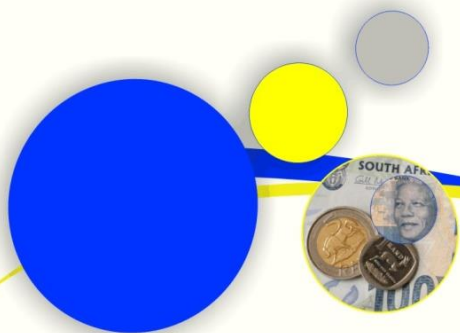
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Analysis of 2013 Grade 12 & ANA results in Mpumalanga

March 2014



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**COMPILED BY: THE ECONOMIC ANALYSIS
DIVISION**

CONTACT DETAILS: No 7 Government Boulevard

Building No 4

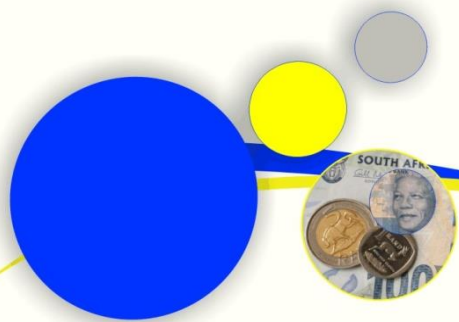
Riverside Park Extension 2

Nelspruit

1201

Tel: 013 766 4409

Fax: 013 766 9139



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KEY FINDINGS

- The throughput rate in Mpumalanga declined from 61.5 per cent in 2010 to 56.9 per cent in 2013.
- Mpumalanga's Grade 12 pass rate improved from 70.0 per cent in 2012 to 77.6 per cent in 2013.
- Mpumalanga improved from the province with the lowest pass rate in 2010 to the province with the fifth highest pass rate in 2013.
- Mpumalanga's female Grade 12 learners registered a lower pass rates than their male counterparts. The pass rate of females was 75.8 per cent and that of males 79.7 per cent.
- Mpumalanga recorded no schools with a 0 per cent pass rate in 2013 and 25 schools with a 100 per cent pass rate. However, only 4.6 per cent of schools in Mpumalanga achieved a 100 per cent pass rate compared with the 8.3 per cent countrywide.
- The majority of schools in Mpumalanga (47.3 per cent) were in the 80 to 100 per cent category.
- In 2013, Mpumalanga recorded the sixth highest/fourth lowest share of Grade 12 learners that obtained admission to bachelor studies (25.9 per cent).
- When compared with the national average in the 9 most popular non-language subjects nationally, Grade 12 learners in Mpumalanga only registered a higher pass rate than the national average in History.
- Ehlanzeni¹ (82.8 per cent) recorded the highest Grade 12 pass rate in 2013 followed by Nkangala (77.5 per cent).
- Bohlabela² achieved the largest Grade 12 pass rate improvement from 62.5 per cent in 2012 to 72.0 per cent in 2013.
- In 2013, schools in Nkomazi (85.6 per cent) achieved the highest Grade 12 pass rate among the local municipal areas.
- In the ANA of 2013, Mpumalanga's results in Mathematics ranked in 5th position for Grade 3, 7th position for Grade 6 and 6th position for Grade 9. In terms of acceptable achievement (≥ 50 per cent), Mpumalanga ranked in 7th position for Grade 3, 8th position for Grade 6 and 8th position for Grade 9 in terms of acceptable achievements.
- Mpumalanga's results in Home Language ranked in 8th position for Grade 3, 5th position for Grade 6 and 2nd position for Grade 9. In terms of acceptable achievement (≥ 50 per cent), Mpumalanga ranked in 9th position for Grade 3, 4th position for Grade 6 and 2nd position for Grade 9.

¹ The Ehlanzeni education district includes schools in Mbombela, Umjindi and Nkomazi

² The Bohlabela education district includes schools in Bushbuckridge and Thaba Chweu

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1. INTRODUCTION

It is widely reported that South Africa's schooling system performs well below its potential and that improving basic education outcomes is a prerequisite for South Africa's long-term development goals. Children need to be better prepared by their schools to read, write, think critically and solve problems to increase throughput rates and pass rates at all levels. These skills are also the foundation on which further studies, job satisfaction, productivity and meaningful citizenship are based.

The focus of the Mpumalanga Department of Education is on improving the outcomes of education in general, improving the quality of teaching, promoting universal access and ensuring that teachers are in class, teaching. In order to render these services to the citizens of the province, the Department annually receives a budget allocation of approximately 44 per cent of the total provincial budget (Table 1).

Table 1: Payments and estimates for the Department of Education, 2010/11 – 2016/17

Indicator	Payments			Revised estimate 2013/14	Medium-term estimates		
	2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
R billion	11.6	13.0	14.4	15.2	16.1	17.5	17.9
Share of provincial allocation	44.2%	44.2%	45.8%	43.8%	44.2%	44.5%	43.9%

Source: Department of Finance - Estimates of Provincial Revenue & Expenditure, 2014

In light of the Department of Education's focus and budget allocation it is critically important to reflect, as a provincial government, on the Grade 12 and Annual National Assessment (ANA) results of 2013. This report analyses the Grade 12 and ANA results of Mpumalanga, the education districts and the local municipal areas. The main data sources were from the National Department of Basic Education and the Mpumalanga Department of Education.

2. PROVINCIAL GRADE 12 RESULTS

The National Development Plan 2030 (NDP) is very clear on the target set for the level of Grade 12 results that must be achieved by 2030. Between 80 and 90 per cent of all learners should complete 12 years of education with at least 80 per cent successfully passing the exit exams. The target is thus to improve the throughput³ rate of learners to at least 80 per cent by 2030 with at least 80 per cent of those learners passing the exit exams.

³ The throughput rate is calculated by dividing the number of Grade 12 learners in a specific year by the number of registered Grade 1 learners 12 years earlier.

Throughput rate

When Mpumalanga's throughput rate for 2013 is calculated, it is evident that the learners registered for Grade 12 in 2013 were equal to only 56.9 per cent of the Grade 1 class of 2002. The 56.9 per cent throughput rate of the 2013 Grade 12 learners in Mpumalanga was consequently not close to the NDP target of 80 per cent. It is therefore advised that studies be conducted by the Mpumalanga Department of Education to ascertain the reasons that result in this large drop-out rate in order that proper measures can be devised and adopted to curb it.

The throughput rate declined from 61.5 per cent in 2010 to 56.9 per cent in 2013. The 2013 throughput rate was, however, slightly higher than the 2012 rate of 55.6 per cent. Table 2 displays the throughput rate in Mpumalanga since 2010, based on the number of Grade 12 learners in a specific year and the number of Grade 1 learners of twelve years earlier.

Table 1: Mpumalanga's throughput rate, 2010-2013

Indicators	2010	2011	2012	2013
Grade 12 learners	53 469	48 385	47 407	52 321
Grade 1 learners 12 years earlier	86 873	81 793	85 282	92 012
Throughput rate	61.5%	59.2%	55.6%	56.9%

Source: Department of Basic Education – Education Realities, 1999-2013

There were 101 837 Grade 1 learners enrolled in 2013. Twelve years onward, in 2025, close on 80 per cent of them must enrol for Grade 12 according to the NDP target. If that is the situation, there should be approximately 81 000 Grade 12 learners in Mpumalanga by 2025, with at least 80 per cent (or 65 000) of them passing the year-end exit exam. Should this transpire the Grade 12 class of 2025 will be approximately 55 per cent larger than the 2013 class, bringing with it infrastructure, personnel and operational challenges that must be addressed.

Pass rate

The average Grade 12 pass rate in South Africa was 78.2 per cent in 2013 – an improvement over the 73.9 per cent mark set in 2012. Similarly, Mpumalanga's Grade 12 pass rate improved from 70.0 per cent in 2012 to 77.6 per cent in 2013. Mpumalanga's 7.6 percentage point increase was the second largest among the nine provinces behind North West. Mpumalanga improved from the province with the lowest pass rate in 2010 to the province with the fifth highest pass rate in 2013. Free State (87.4 per cent) recorded the highest Grade 12 pass rate in 2013 and Eastern Cape (64.9 per cent) the lowest.

Mpumalanga's pass rate was still 0.6 percentage points lower than the national pass rate in 2013, however, it was a vast improvement over the 12.7 percentage point difference in 2009. The Grade 12 pass rates of four provinces were higher than the national average pass rate in

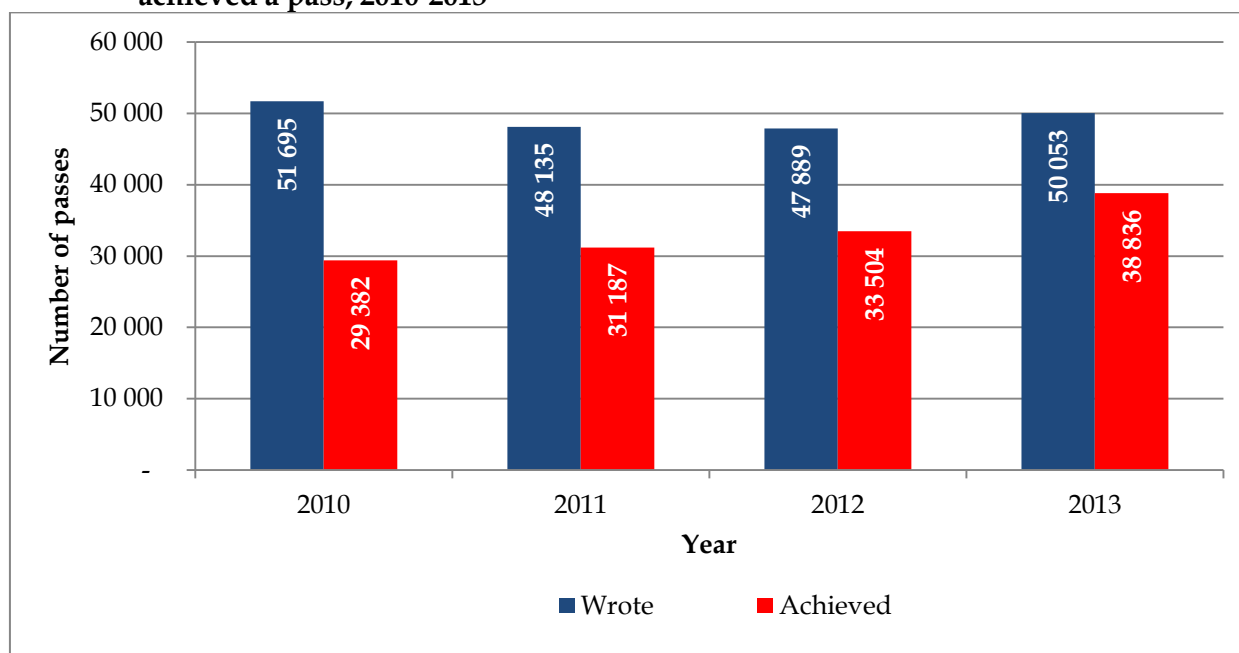
2013. These provinces were Free State, Gauteng, Western Cape and North West. A comparison of provincial pass rates for the period 2003 to 2013 is presented in Table 2.

Table 2: Provincial comparison of Grade 12 pass rates, 2003-2013

Province	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
EC ⁴	60.0%	53.5%	56.7%	59.3%	57.1%	50.6%	51.0%	58.3%	58.1%	61.6%	64.9%
FS ⁵	80.0%	78.7%	77.8%	72.2%	70.5%	71.6%	69.4%	70.7%	75.7%	81.1%	87.4%
GP ⁶	81.5%	76.8%	74.9%	78.3%	74.6%	76.3%	71.8%	78.6%	81.1%	83.9%	87.0%
KZN ⁷	77.2%	74.0%	70.5%	65.7%	63.8%	57.2%	61.1%	70.7%	68.1%	73.1%	77.4%
LP ⁸	70.0%	70.6%	64.9%	55.7%	58.0%	54.7%	48.9%	57.9%	63.9%	66.9%	71.8%
MP ⁹	58.2%	61.8%	58.6%	65.3%	60.7%	51.8%	47.9%	56.8%	64.8%	70.0%	77.6%
NW ¹⁰	70.5%	64.9%	63.0%	67.0%	67.2%	67.9%	67.5%	75.7%	77.8%	79.5%	87.2%
NC ¹¹	90.7%	83.4%	78.9%	76.8%	70.3%	72.7%	61.3%	72.3%	68.8%	74.6%	74.5%
WC ¹²	87.1%	85.0%	84.4%	83.7%	80.0%	78.7%	75.7%	76.8%	82.9%	82.8%	85.1%
National	73.3%	70.7%	68.3%	66.6%	65.2%	62.2%	60.6%	67.8%	70.2%	73.9%	78.2%

Source: Department of Basic Education - Technical Report on the 2013 National Senior Certificate (NSC) Examination

Figure 1: Comparison of the number of Grade 12 learners in Mpumalanga that wrote and achieved a pass, 2010-2013



Source: Department of Basic Education - Technical Report on the 2013 NSC Examination

The number of Grade 12 learners in Mpumalanga that wrote final exams in 2013, increased from 47 889 in 2012 to 50 053 (Figure 1). The number that wrote was, however, slightly lower

⁴ EC = Eastern Cape

⁵ FS = Free State

⁶ GP = Gauteng

⁷ KZN = KwaZulu-Natal

⁸ LP = Limpopo

⁹ MP = Mpumalanga

¹⁰ NW = North West

¹¹ NC = Northern Cape

¹² WC = Western Cape

than the 51 695 that wrote in 2010. It was also lower than the number of enrolled Grade 12 learners (52 321) used to calculate the throughput rate for 2013, showing that there is even a drop-out within the Grade 12 year. The number of Grade 12 learners in Mpumalanga that achieved a pass, increased from 33 504 in 2012 to 38 836 in 2013.

Gender pass rates

The national Grade 12 pass rate of males (80.0 per cent) was higher than that of females (76.8 per cent) in 2013. Correspondingly, Mpumalanga's female Grade 12 learners registered a lower pass rate than males over the entire period from 2008 to 2013. Among the nine provinces, females in Mpumalanga achieved the sixth highest/fourth lowest pass rate in 2013. Males in Mpumalanga achieved the fifth highest pass rate. Grade 12 pass rates by gender for each province between 2008 and 2013 is presented in Table 3.

Table 3: Provincial comparison of Grade 12 pass rates by gender, 2008-2013

Province	Gender	2008	2009	2010	2011	2012	2013
EC	Male	51.6%	52.3%	59.6%	60.8%	64.1%	68.5%
	Female	50.0%	50.0%	57.3%	56.1%	59.7%	62.1%
FS	Male	72.7%	70.6%	72.2%	77.6%	82.9%	89.0%
	Female	70.9%	68.3%	69.3%	73.9%	79.5%	86.0%
GP	Male	76.3%	71.8%	78.4%	81.7%	84.6%	87.5%
	Female	76.6%	71.8%	78.9%	80.5%	83.3%	86.5%
KZN	Male	56.8%	60.6%	71.1%	68.7%	73.8%	78.0%
	Female	58.3%	61.5%	70.3%	67.6%	72.5%	76.8%
LP	Male	58.4%	53.7%	62.3%	68.1%	70.9%	75.7%
	Female	50.7%	44.9%	54.2%	60.2%	63.4%	68.4%
MP	Male	54.2%	50.9%	59.3%	67.4%	72.6%	79.7%
	Female	49.5%	45.2%	54.7%	62.5%	67.7%	75.8%
NW	Male	68.3%	69.7%	77.8%	79.3%	81.7%	88.8%
	Female	67.8%	65.6%	73.9%	76.4%	77.6%	85.9%
NC	Male	72.3%	62.1%	73.0%	69.1%	76.4%	75.8%
	Female	73.0%	60.6%	71.8%	68.5%	73.1%	73.4%
WC	Male	79.6%	76.8%	78.3%	84.0%	84.4%	86.3%
	Female	77.4%	74.9%	75.6%	82.0%	81.5%	84.3%
National	Male	63.3%	62.0%	69.3%	71.9%	75.7%	80.0%
	Female	61.9%	59.5%	66.5%	68.6%	72.4%	76.8%

Source: Department of Basic Education - Technical Report on the 2013 NSC Examination

Pass categories

In 2013, 551 schools in South Africa achieved a pass rate of exactly 100 per cent whereas countrywide 9 schools registered a pass rate of 0 per cent. Mpumalanga recorded no schools with a 0 per cent pass rate in 2013 and 25 schools with a 100 per cent pass rate. However, as a percentage of the total number of schools in Mpumalanga the 18 schools were only 4.6 per cent compared with the 8.3 per cent countrywide. This was the third lowest share among the nine provinces, whereas some 20.6 per cent of the schools in Western Cape achieved a pass rate of 100 per cent. Table 4 presents the Grade 12 results within certain percentage categories.

In 2013, the majority of schools in South Africa (49.0 per cent) achieved a pass rate of between 80 and 100 per cent. In Mpumalanga, the majority of schools, 47.3 per cent, were also in the 80 to 100 per cent category. Free State registered 78.3 per cent of schools in the 80 to 100 per cent category, the highest of the nine provinces followed by North West (75.8 per cent).

Table 4: Provincial comparison of schools' Grade 12 results within certain percentage categories, 2013

Province	Indicator	Number of schools	0-19.9%	20-39.9%	40-59.9%	60-79.9%	80-100%	Exactly 0%	Exactly 100%
EC	Number	918	29	121	261	287	220	3	36
	%		3.2%	13.2%	28.4%	31.3%	24.0%	0.3%	3.9%
FS	Number	332	0	1	8	63	260	0	50
	%		0.0%	0.3%	2.4%	19.0%	78.3%	0.0%	15.1%
GP	Number	806	1	7	35	179	584	1	122
	%		0.1%	0.9%	4.3%	22.2%	72.5%	0.1%	15.1%
KZN	Number	1 723	23	95	272	530	803	2	116
	%		1.3%	5.5%	15.8%	30.8%	46.6%	0.1%	6.7%
LP	Number	1 413	26	94	276	530	487	2	51
	%		1.8%	6.7%	19.5%	37.4%	34.5%	0.1%	3.6%
MP	Number	539	2	10	82	190	255	0	25
	%		0.4%	1.9%	15.2%	35.3%	47.3%	0.0%	4.6%
NW	Number	380	0	1	11	80	288	0	48
	%		0.0%	0.3%	2.9%	21.1%	75.8%	0.0%	12.6%
NC	Number	134	0	3	21	43	67	0	14
	%		0.0%	2.2%	15.7%	32.1%	50.0%	0.0%	10.4%
WC	Number	431	1	2	25	97	306	1	89
	%		0.2%	0.5%	5.8%	22.5%	71.0%	0.2%	20.6%
National	Number	6 676	82	334	991	1 999	3 270	9	551
	%		1.2%	5.0%	14.8%	29.9%	49.0%	0.1%	8.3%

Source: Department of Basic Education - Technical Report on the 2013 NSC Examination

Admission to further studies

The share of Grade 12 learners in South Africa that obtained admission to bachelor and diploma studies improved between 2012 and 2013. Between 2012 and 2013, the Grade 12 learners in Mpumalanga that obtained admission bachelor and diploma studies also increased. Grade 12 learners in Mpumalanga even recorded a larger improvement in admission to bachelor and diploma studies between 2012 and 2013, when compared with the national results. Table 5 compares the percentage of Grade 12 learners that obtained admission to further studies between 2011 and 2013.

In 2013, Mpumalanga recorded the sixth highest share of Grade 12 learners that obtained admission to bachelor studies (25.9 per cent) and the fourth highest to diploma studies (32.7 per cent). Western Cape (40.9 per cent) for bachelor studies and Free State (37.2 per cent) for diploma studies achieved the highest share of Grade 12 learners with admission to the respective further studies. Mpumalanga (19.0 per cent) recorded the fourth highest/sixth lowest share of higher certificate passes.

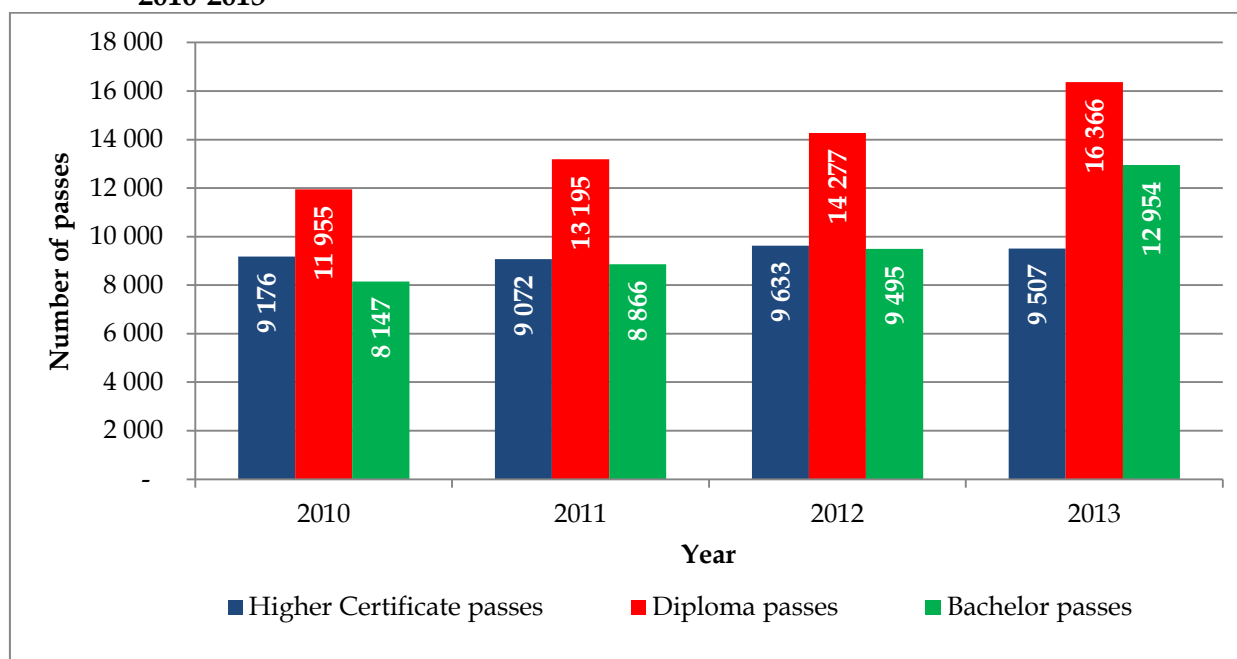
Table 5: Provincial comparison of percentage of Grade 12 learners that obtained admission to further studies, 2011-2013

Province	Higher certificate studies			Diploma studies			Bachelor studies		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
EC	18.5%	18.8%	19.3%	23.8%	25.2%	26.6%	15.7%	17.6%	19.0%
FS	17.0%	17.2%	17.1%	32.3%	35.2%	37.2%	26.3%	28.6%	33.1%
GP	13.3%	13.8%	13.6%	32.5%	33.9%	34.4%	35.2%	36.2%	38.9%
KZN	17.5%	16.7%	15.4%	28.0%	29.0%	29.4%	22.4%	27.3%	32.5%
LP	20.7%	21.1%	21.5%	25.6%	26.0%	27.5%	17.6%	19.8%	22.8%
MP	18.8%	20.1%	19.0%	27.4%	29.8%	32.7%	18.4%	19.8%	25.9%
NW	16.5%	18.4%	17.2%	33.0%	33.7%	35.2%	28.3%	27.4%	34.9%
NC	20.5%	20.4%	20.4%	28.4%	31.2%	30.8%	19.9%	23.0%	23.3%
WC	13.7%	13.6%	12.7%	31.1%	32.7%	31.6%	38.1%	36.5%	40.9%
National	17.2%	17.3%	16.8%	28.5%	29.9%	30.8	24.3%	26.6%	30.6%

Source: Department of Basic Education - Technical Report on the 2013 NSC Examination

The number of bachelor passes in Mpumalanga increased substantially from 8 147 in 2010 to 12 954 in 2013. The increase of 4 807 was larger than the increase in the number of diploma passes as well as the number of higher certificate passes. The majority of the increase in bachelor passes took place between 2012 and 2013, whilst the number of higher certificate passes declined slightly between 2012 and 2013. Figure 2 displays the number of passes by type of qualification in Mpumalanga between 2010 and 2013.

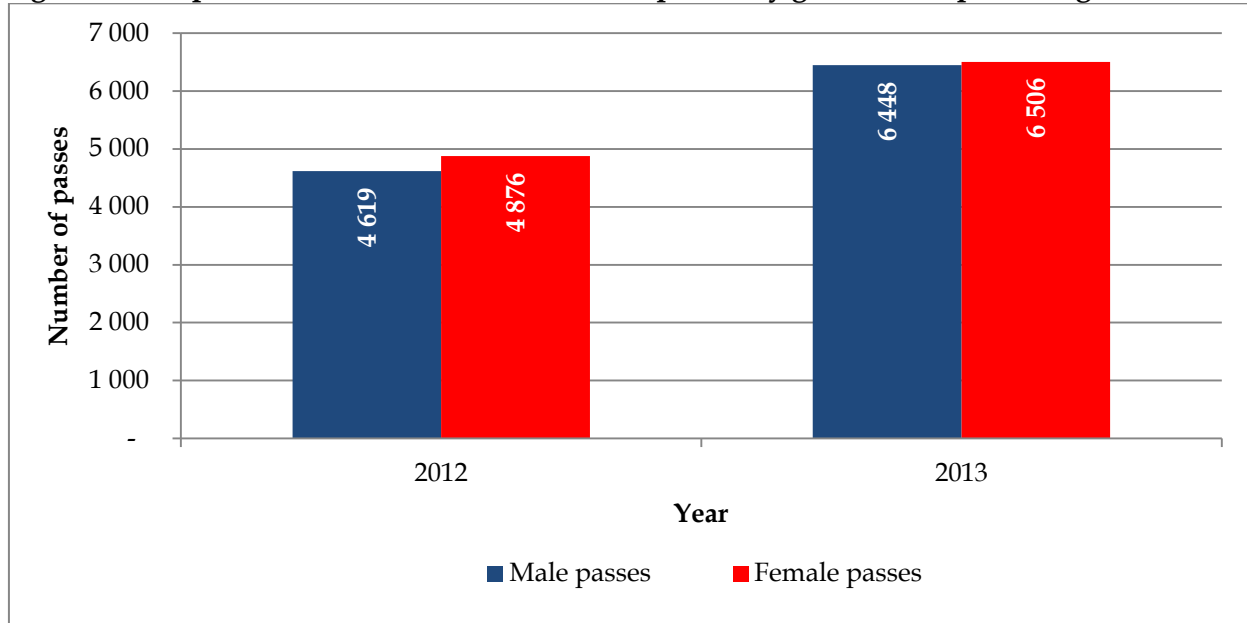
Figure 2: Comparison of the number of passes by type of qualification in Mpumalanga, 2010-2013



Source: Department of Basic Education - Technical Report on the 2013 NSC Examination

In 2013, females (6 506) recorded more bachelor passes in Mpumalanga than males (6 448). Both females and males recorded a higher number of bachelor passes in 2013 than in 2012, however, the male number increased faster than the female number. Figure 3 displays the number of bachelor passes by gender in Mpumalanga between 2012 and 2013.

Figure 3: Comparison of the number of bachelor passes by gender in Mpumalanga, 2012-13



Source: Department of Basic Education - Technical Report on the 2013 NSC Examination

Subject pass rates

The pass rate of the 9 most popular Grade 12 non-language subjects in South Africa are presented by province and compared with the national results in Table 5. In 2013, Grade 12 learners in Mpumalanga only registered a higher pass rate in History when compared with the national average. Grade 12 learners in Mpumalanga achieved the lowest pass rate in Accounting. On top of that, the Mpumalanga pass rate for Economics was 15 percentage points lower than the comparative national result. Between 2012 and 2013, the pass rate in Mpumalanga for these subjects increased with the exception of Economics.

Table 5: Provincial comparison of the pass rate¹³ in 9 most popular Grade 12 non-language subjects, 2013

Province	Accounting	Business Studies	Economics	Geography	History	Life Sciences	Mathematical Literacy	Mathematics	Physical Sciences
EC	57.2%	72.3%	58.3%	69.9%	81.9%	64.4%	78.2%	43.4%	55.8%
FS	72.8%	87.2%	79.1%	85.3%	91.8%	84.1%	94.5%	71.1%	75.8%
GP	70.3%	89.2%	82.4%	87.6%	90.3%	83.1%	93.9%	73.6%	75.6%
KZN	67.9%	86.2%	79.5%	80.5%	90.9%	74.4%	81.4%	53.6%	66.4%
LP	60.3%	62.3%	70.3%	77.9%	70.4%	70.7%	85.8%	59.3%	65.6%
MP	56.1%	75.4%	58.9%	78.5%	87.9%	72.9%	85.8%	58.3%	65.5%
NW	68.4%	88.5%	87.3%	85.0%	90.0%	78.3%	94.0%	67.4%	74.5%
NC	59.6%	76.7%	80.9%	77.4%	90.0%	58.2%	87.1%	57.7%	61.5%
WC	74.4%	89.7%	77.2%	78.1%	91.7%	75.6%	92.5%	73.3%	72.6%
National	65.7%	81.9%	73.9%	80.0%	87.1%	73.7%	87.1%	59.1%	67.4%

Source: Department of Basic Education - School Subject Report on the 2013 NSC Examination

¹³ Achieved 30 per cent and above

Mathematics and Physical Sciences

The pass rate (30 per cent and above) for both Mathematics and Physical Sciences increased between 2011 and 2013 in South Africa and Mpumalanga. In 2013, the pass rates in Mpumalanga were slightly lower than the national rates. Table 6 displays the Mathematics and Physical Sciences pass rates for Grade 12 learners in South Africa and Mpumalanga between 2011 and 2013.

Table 6: Grade 12 pass rate for Mathematics and Physical Sciences in South Africa & Mpumalanga, 2011-13

Subject	2011	2012	2013
Mathematics - SA	46.3%	54.0%	59.1%
Mathematics - MP	46.2%	53.1%	58.3%
Physical Sciences - SA	53.4%	61.3%	67.4%
Physical Sciences - MP	52.2%	63.2%	65.5%

Source: Department of Basic Education – School Subject Report on the 2013 NSC Examination

The number of Grade 12 learners that wrote Mathematics and Physical Sciences in South Africa increased between 2011 and 2013. The share of total Grade 12 learners, however, decreased for both subjects to 43.0 per cent and 32.8 per cent, respectively. Even though there is a high demand for skills related to these two subjects in the economy, both the number of learners in Mathematics and Physical Sciences as well as the respective shares of total learners decreased between 2011 and 2013. Table 7 displays both the number and share of Grade 12 learners that wrote the two subjects between 2011 and 2013 in South Africa and Mpumalanga.

Table 7: Grade 12 learners that wrote Mathematics and Physical Sciences in South Africa & Mpumalanga, 2011-13

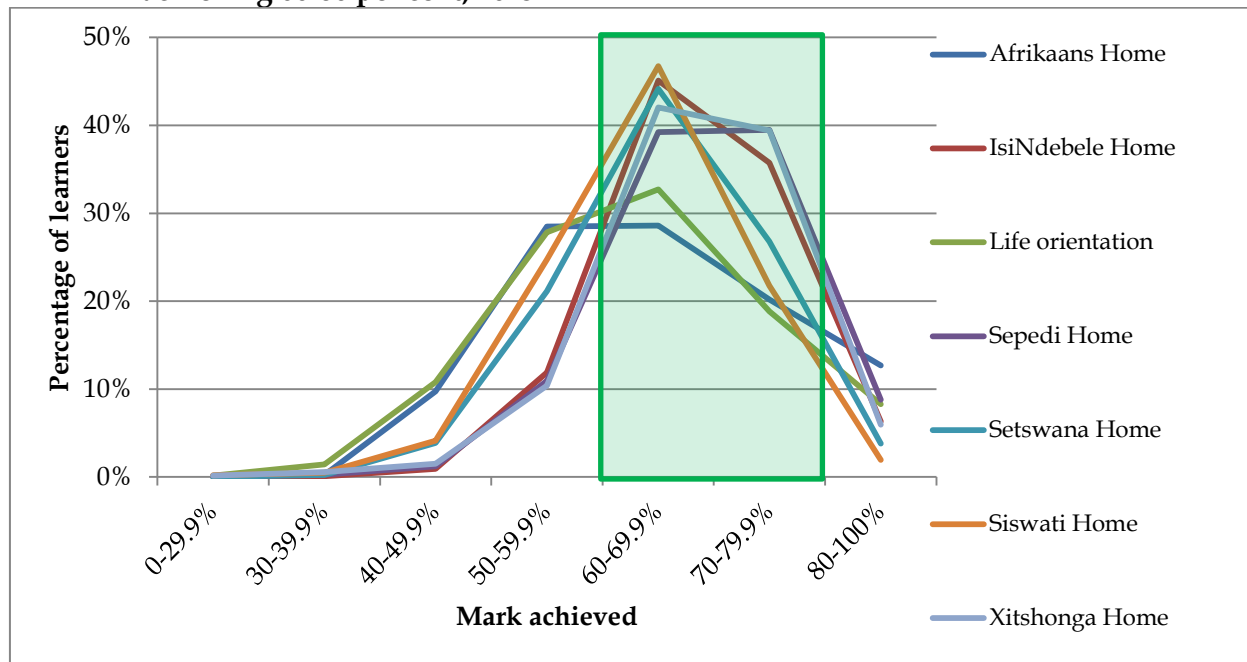
Year	Mathematics				Physical Sciences			
	South Africa		Mpumalanga		South Africa		Mpumalanga	
	Number	Share of total	Number	Share of total	Number	Share of total	Number	Share of total
2011	224 635	45.3%	19 899	41.3%	180 585	36.4%	17 280	35.9%
2012	225 874	44.2%	18 835	39.3%	179 194	35.1%	16 493	34.4%
2013	241 509	43.0%	19 400	38.8%	184 383	32.8%	16 952	33.9%

Source: Department of Basic Education – School Subject Report on the 2013 NSC Examination

Distribution of subject results

There is a clear distinction among three broad groups of subjects when the results of subjects taken by more than a thousand learners in Mpumalanga are examined in greater detail. The first group of subjects, shown in Figure 4, consists of subjects in whom practically all learners achieved 30 per cent or more, with most achieving between 60 per cent and 80 per cent. The number of distinctions attained ranged from 20 per thousand learners enrolled in SiSwati Home Language to 127 per thousand learners enrolled in Afrikaans Home Language.

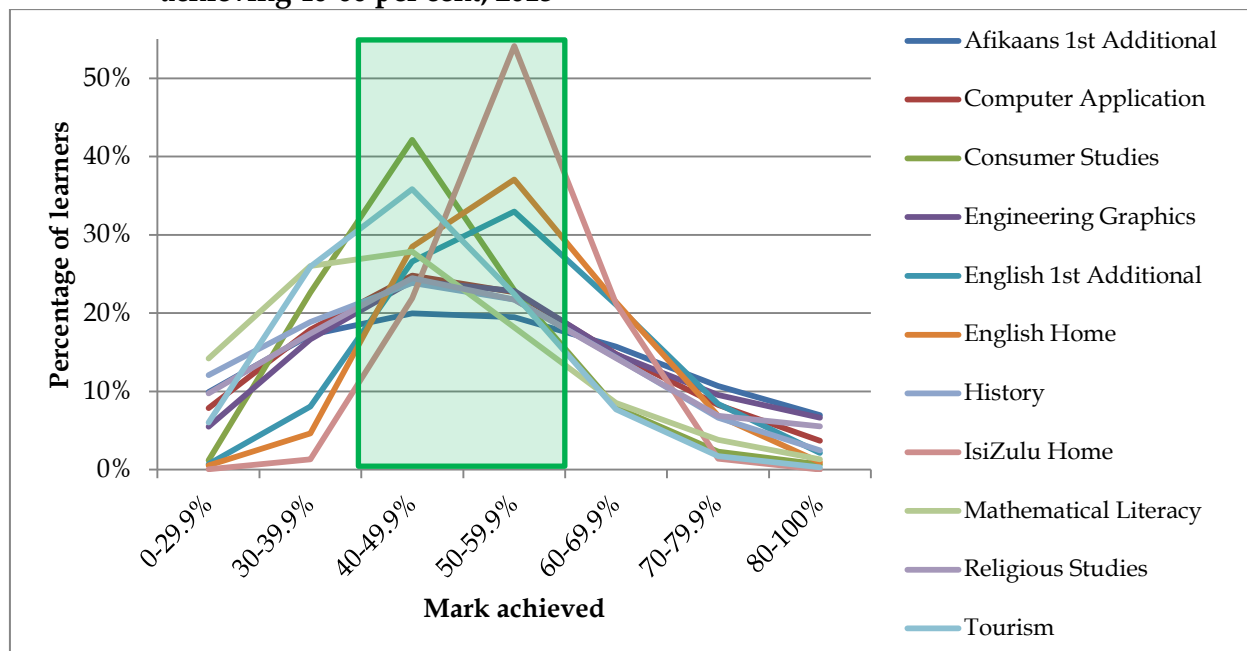
Figure 4: Mpumalanga - subjects with very low failure rates & majority of learners achieving 60-80 per cent, 2013



Source: Mpumalanga Department of Education, 2014

The subjects in the second group are where more pupils failed and most attained between 40 per cent and 60 per cent (Figure 5). The number of distinctions attained ranged from 0.1 per thousand learners enrolled in IsiZulu Home Language to 70 per thousand learners enrolled in Afrikaans 1st Additional Language. Despite some variation in the results for these subjects, they generally follow the same pattern, with the large majority of matriculants passing.

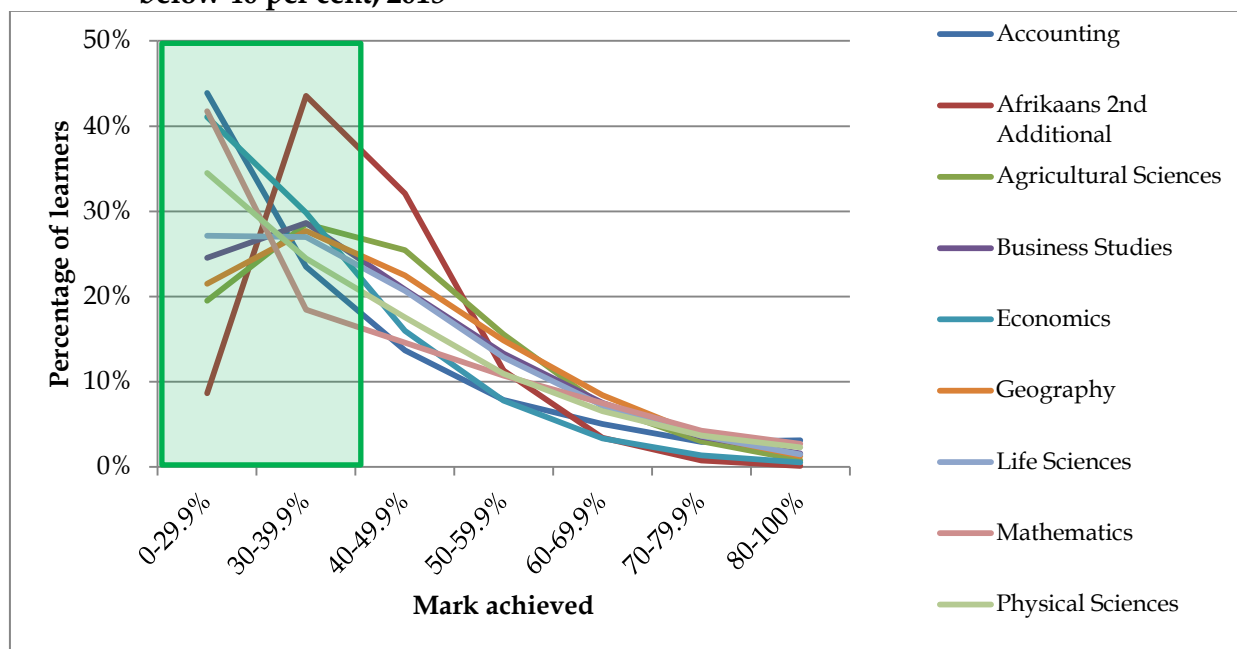
Figure 5: Mpumalanga - subjects with moderate failure rates & majority of learners achieving 40-60 per cent, 2013



Source: Mpumalanga Department of Education, 2014

The third group consists of subjects where a meaningful number of pupils failed to achieve 30 per cent and the majority achieved less than 40 per cent (Figure 6). Very few learners in these subjects achieved in excess of 70 per cent and distinctions proved extremely hard to attain ranging from 1 per thousand enrolled in Afrikaans 2nd Additional Language to 31 per thousand enrolled in Accounting. Particularly worrying is the fact that more than 40 per cent of learners that wrote Mathematics, Accounting and Economics failed to achieve more than 30 per cent.

Figure 6: Mpumalanga - subjects with high failure rate & majority of learners achieving below 40 per cent, 2013



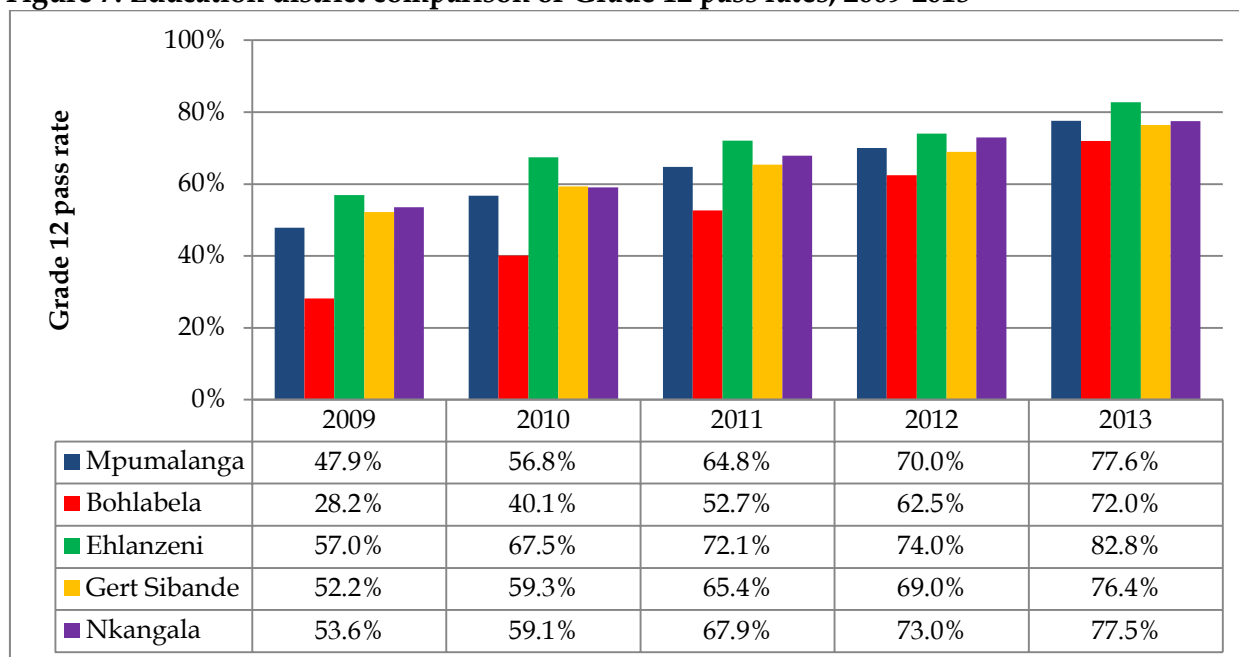
Source: Mpumalanga Department of Education, 2014

3. EDUCATION DISTRICT GRADE 12 RESULTS

The average Grade 12 pass rate in Mpumalanga was 77.6 per cent in 2013 – an improvement over the 70.0 per cent mark set in 2012. Similarly, the Grade 12 pass rates of all four education districts improved, with Bohlabela achieving the largest improvement from 62.5 per cent in 2012 to 72.0 per cent in 2013. Ehlanzeni (82.8 per cent) recorded the highest Grade 12 pass rate in 2013, followed by Nkangala (77.5 per cent). A comparison of Grade 12 pass rates among the four education districts from 2009 to 2013 is presented in Figure 7.

In 2013, Ehlanzeni (32.1 per cent) recorded the highest share of Grade 12 learners that obtained admission to bachelor studies and Bohlabela (18.6 per cent) the lowest. Nkangala (34.7 per cent) for diploma studies and Bohlabela (22.9 per cent) for higher certificate studies achieved the highest share of Grade 12 learners with admission to those specific further studies. Table 8 compares the percentage of Grade 12 learners that obtained admission to further studies in 2013.

Figure 7: Education district comparison of Grade 12 pass rates, 2009-2013



Source: Mpumalanga Department of Education, 2014

Table 8: Education district comparison of admission to further studies, 2013

Education district	Higher certificate studies	Diploma studies	Bachelor studies
Bohlabela	22.9%	30.4%	18.6%
Ehlanzeni	17.2%	33.5%	32.1%
Gert Sibande	17.4%	31.6%	27.4%
Nkangala	18.9%	34.7%	23.9%
Mpumalanga	19.0%	32.7%	25.9%

Source: Mpumalanga Department of Education, 2014

In 2013, 11 104 subject distinctions were obtained in Mpumalanga. This was a share of 3.0 per cent of all subjects written. It is clear from Table 9 that the most subject distinctions were achieved in Ehlanzeni and the lowest number in Bohlabela. Grade 12 learners in Gert Sibande achieved distinctions in 3.5 per cent of the subjects they have written followed by Nkangala with a share of 3.4 per cent.

Table 9: Education district comparison of Grade 12 subject distinctions obtained, 2013

Education district	Subject distinctions	
	Number	% of subjects written
Bohlabela	1 880	2.2%
Ehlanzeni	3 289	3.0%
Gert Sibande	2 712	3.5%
Nkangala	3 223	3.4%
Mpumalanga	11 104	3.0%

Source: Mpumalanga Department of Education, 2014

The results of the 9 most popular non-language Grade 12 subjects in South Africa are presented and compared with the education districts' results in these subjects (Table 10). In 2013, Grade 12 learners in Bohlabela registered the lowest pass rate in 7 of the 9 most popular non-language subjects. Less than 50 per cent of Grade 12 learners in Bohlabela achieved the pass rate of

30 per cent in Accounting and Mathematics. Ehlanzeni recorded the highest pass rate in 7 of the 9 subjects. Learners in Nkangala recorded the lowest pass rate in Economics and History but also the highest pass rate in Mathematics Literacy and Mathematics, respectively.

Table 10: Education district comparison of the pass rate in 9 most popular non-language Grade 12 subjects, 2013

Subject	Bohlabela	Ehlanzeni	Gert Sibande	Nkangala	Mpumalanga
Accounting	40.1%	66.2%	56.9%	57.2%	56.1%
Business Studies	63.8%	82.5%	76.5%	78.1%	75.4%
Economics	56.9%	66.9%	58.0%	54.2%	58.9%
Geography	65.7%	82.3%	81.2%	78.4%	78.5%
History	87.0%	90.3%	88.0%	85.1%	87.9%
Life Sciences	70.9%	74.8%	72.6%	71.9%	72.9%
Mathematics Literacy	72.0%	87.7%	89.2%	91.6%	85.8%
Mathematics	41.1%	61.2%	63.6%	65.7%	58.3%
Physical Sciences	53.8%	69.7%	67.4%	69.3%	65.5%

Source: Mpumalanga Department of Education, 2014

4. LOCAL MUNICIPAL AREA GRADE 12 RESULTS

In 2013, schools in Nkomazi achieved the highest Grade 12 pass rate among the local municipal areas of 85.6 per cent (Table 11). The pass rate in seven of the eighteen local municipal areas was higher than the provincial pass rate of 77.6 per cent. The Grade 12 pass rate in Dr Pixley Ka Isaka Seme (68.1 per cent) was the only municipal area with a pass rate below 70 per cent. Between 2011 and 2013 the pass rate improved in 17 local municipal areas, with Dipaleseng registering the largest improvement of 30.0 percentage points between 2011 and 2013. Emakhazeni recorded a decline of 3.5 percentage points between 2011 and 2013, the only decline amongst the eighteen municipal areas.

Table 11: Local municipal area comparison of Grade 12 pass rates, 2011-2013

Local municipal area	2011	2012	2013
Nkomazi	76.2%	77.5%	85.6%
Steve Tshwete	74.4%	84.0%	84.5%
Emalahleni	75.8%	72.0%	83.2%
Victor Khanye	70.3%	76.7%	82.9%
Mbombela	69.1%	71.1%	81.1%
Chief Albert Luthuli	70.4%	71.1%	79.4%
Lekwa	71.1%	77.1%	78.5%
Umjindi	74.9%	76.8%	77.5%
Govan Mbeki	71.3%	64.2%	77.1%
Msukaligwa	74.1%	70.9%	75.9%
Thaba Chweu	69.0%	71.1%	75.8%
Dr JS Moroka	57.6%	70.6%	74.0%
Mkhondo	55.2%	68.3%	73.7%
Thembisile Hani	67.2%	69.6%	73.0%
Dipaleseng	42.6%	66.4%	72.6%
Bushbuckridge	51.2%	61.7%	71.7%
Emakhazeni	74.8%	72.2%	71.3%
Dr Pixley ka Isaka Seme	46.0%	65.6%	68.1%
Mpumalanga	64.8%	70.0%	77.6%

Source: Mpumalanga Department of Education, 2014

It is evident from Table 12 that Steve Tshwete (34.4 per cent) achieved the highest admission rate to bachelor studies, whilst Emalahleni (38.5 per cent) attained the highest admission rate to diploma studies in 2013. Mbombela (32.5 per cent) achieved the second highest admission rate to bachelor studies despite achieving only the fifth highest pass rate. Emakhazeni's (16.0 per cent) admission rate to bachelor studies was the lowest, whereas Dr Pixley Ka Isaka Seme (28.4 per cent) recorded the lowest admission rate to diploma studies in 2013.

Table 12: Local municipal area comparison of Grade 12 pass rates and admission to further studies, 2013

Local municipal area	Pass rate	Admission to:		
		Higher Certificate studies	Diploma studies	Bachelor studies
Nkomazi	85.6%	17.3%	36.2%	32.1%
Steve Tshwete	84.5%	12.2%	38.0%	34.4%
Emalahleni	83.2%	16.8%	38.5%	27.9%
Victor Khanye	82.9%	19.8%	37.4%	25.7%
Mbombela	81.1%	17.1%	31.3%	32.5%
Chief Albert Luthuli	79.4%	17.3%	32.7%	29.4%
Lekwa	78.5%	17.0%	31.5%	30.1%
Umjindi	77.5%	16.3%	34.3%	26.8%
Govan Mbeki	77.1%	16.2%	34.0%	26.9%
Msukaligwa	75.9%	19.1%	29.5%	27.3%
Thaba Chweu	75.8%	13.3%	31.1%	31.4%
Dr JS Moroka	74.0%	22.6%	29.1%	22.3%
Mkhondo	73.7%	16.4%	28.8%	28.5%
Thembisile Hani	73.0%	19.6%	35.4%	18.0%
Dipaleseng	72.6%	17.5%	36.8%	18.4%
Bushbuckridge	71.7%	23.9%	30.4%	17.3%
Emakhazeni	71.3%	23.8%	31.6%	16.0%
Dr Pixley ka Isaka Seme	68.1%	19.7%	28.4%	20.0%
Mpumalanga	77.6%	19.0%	32.7%	25.9%

Source: Mpumalanga Department of Education, 2014

5. PROVINCIAL ANNUAL NATIONAL ASSESSMENT RESULTS

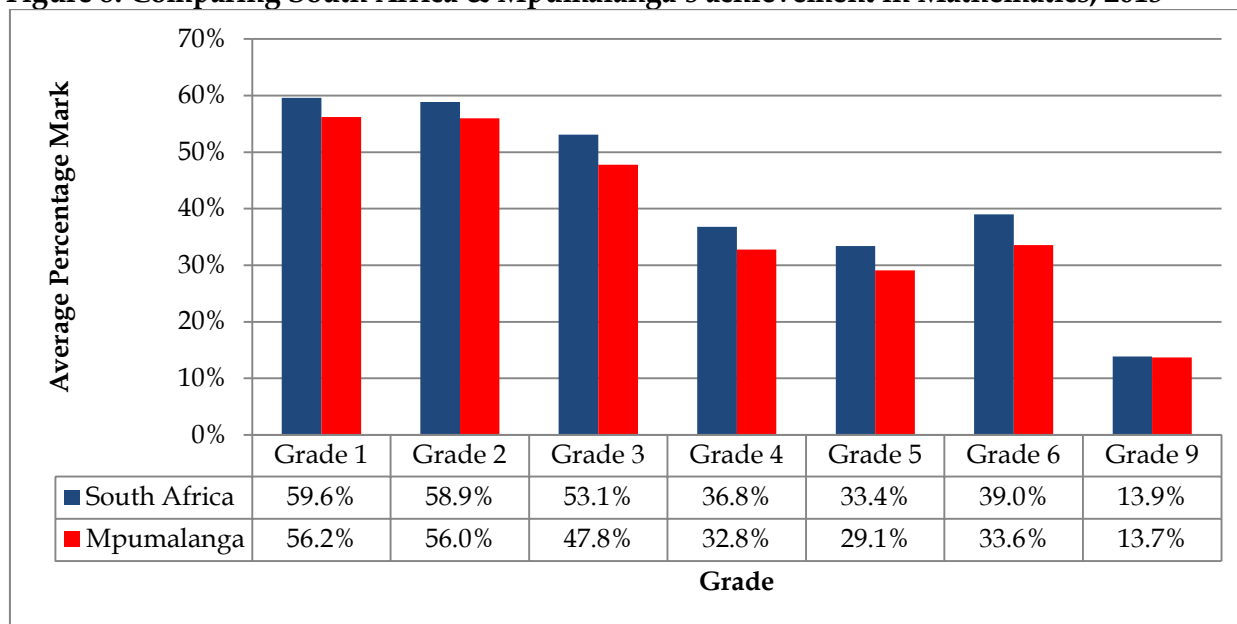
Improvement in the quality of basic education has been identified as a top priority of the South African Government on which the Department of Basic Education (DBE) has to deliver. Within this context, the Annual National Assessment (ANA) is a critical measure for monitoring progress in learner achievement. 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.

All learners in public schools in Grades 1 to 6 and Grade 9 took curriculum-appropriate tests developed by the DBE in Mathematics and Language in 2013. The NDP sets the target that by 2030, 90 per cent of learners in Grades 3, 6 and 9 must achieve 50 per cent or more in ANA (both mathematics & home language question papers). The DBE refers to an achievement of more than 50 per cent as an acceptable achievement.

Mathematics

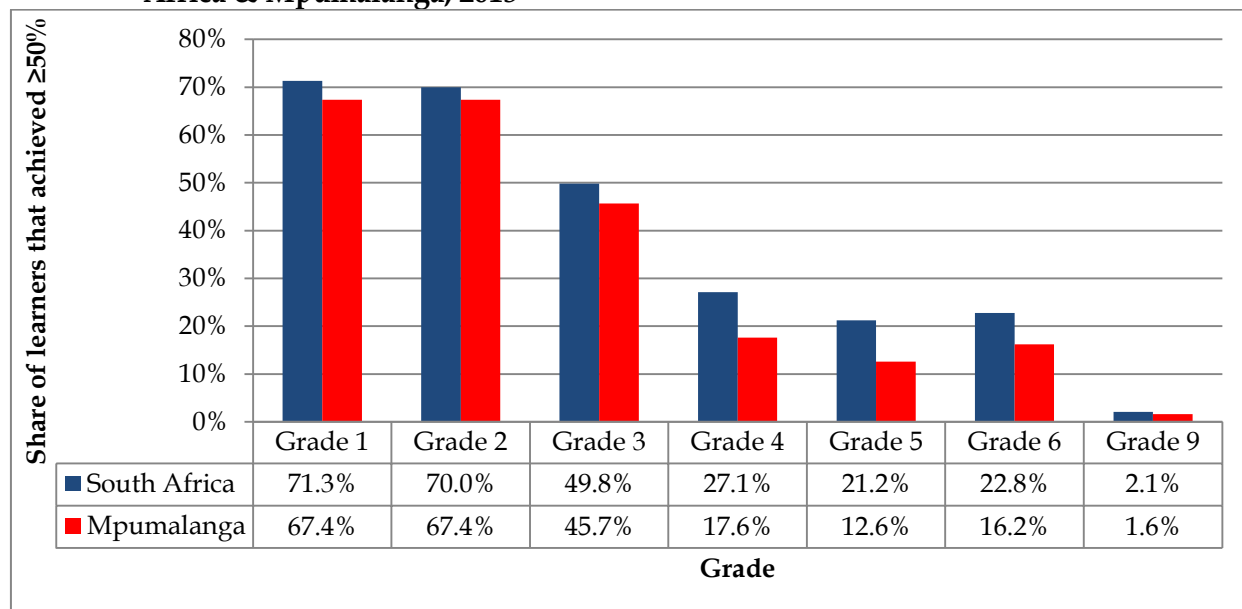
It is apparent from Figure 8 that Mpumalanga achieved lower average percentage marks in Mathematics across all grades when compared to South Africa. When compared with other provinces, Mpumalanga ranked in 5th position for Grade 3, 7th position for Grade 6 and 6th position for Grade 9.

Figure 8: Comparing South Africa & Mpumalanga's achievement in Mathematics, 2013



Source: Department of Basic Education - Report on the 2013 Annual National Assessments

Figure 9: Comparing acceptable achievements (≥ 50 per cent) in Mathematics between South Africa & Mpumalanga, 2013



Source: Department of Basic Education - Report on the 2013 Annual National Assessments

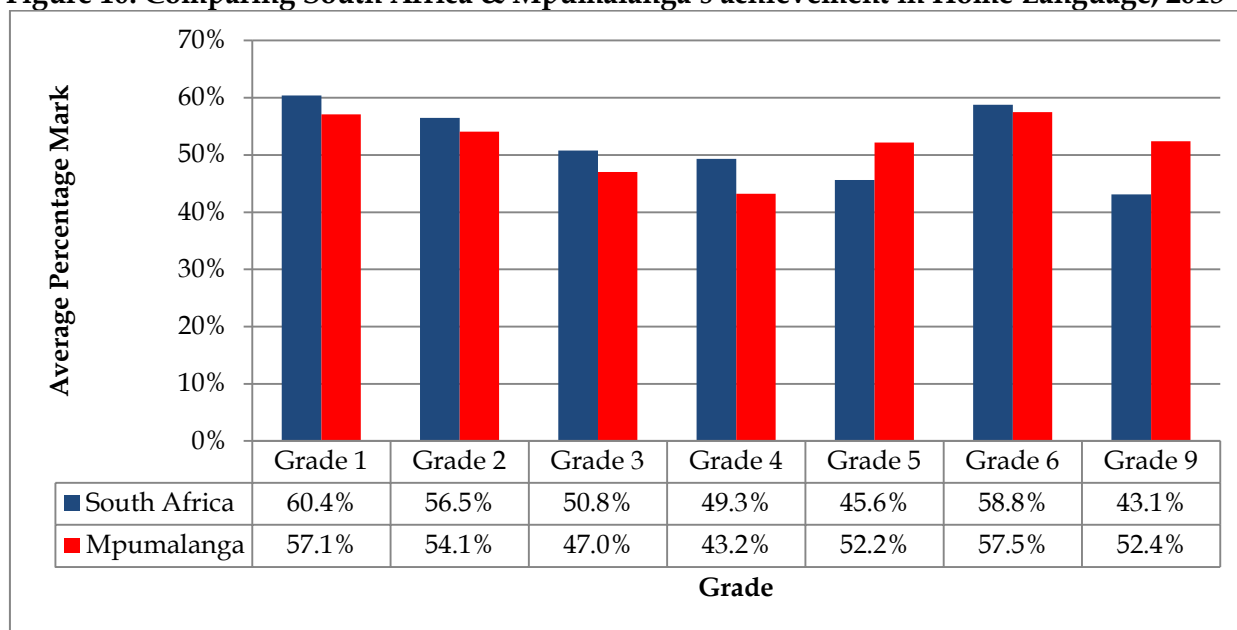
Figure 9 displays Mpumalanga's lower percentage of learners with an acceptable achievement in Mathematics in all grades compared to South Africa. When compared with other provinces,

Mpumalanga ranked in 7th position for Grade 3, 8th position for Grade 6 and 8th position for Grade 9 in terms of acceptable achievements.

Home Language

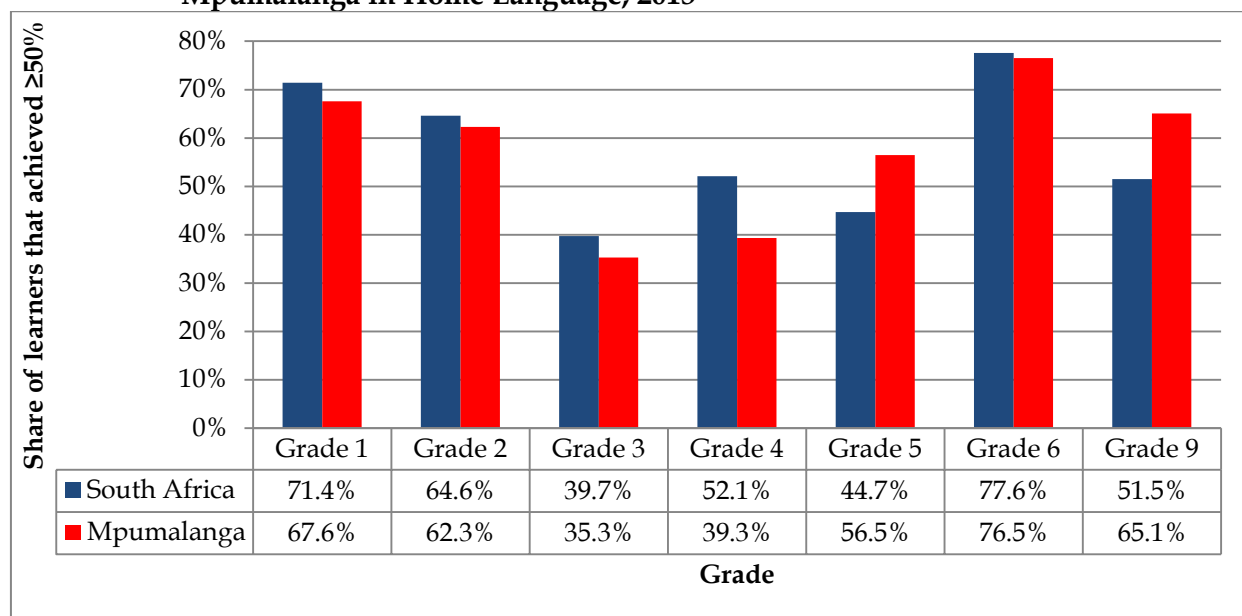
With the exception of Grade 5 and 9, Mpumalanga recorded lower average percentage marks in Home Language across all grades when compared to South Africa (Figure 10). When compared with other provinces, Mpumalanga ranked in 8th position for Grade 3, 5th position for Grade 6 and 2nd position for Grade 9.

Figure 10: Comparing South Africa & Mpumalanga’s achievement in Home Language, 2013



Source: Department of Basic Education – Report on the 2013 Annual National Assessments

Figure 11: Comparing acceptable achievements (≥50 per cent) in South Africa & Mpumalanga in Home Language, 2013



Source: Department of Basic Education – Report on the 2013 Annual National Assessments

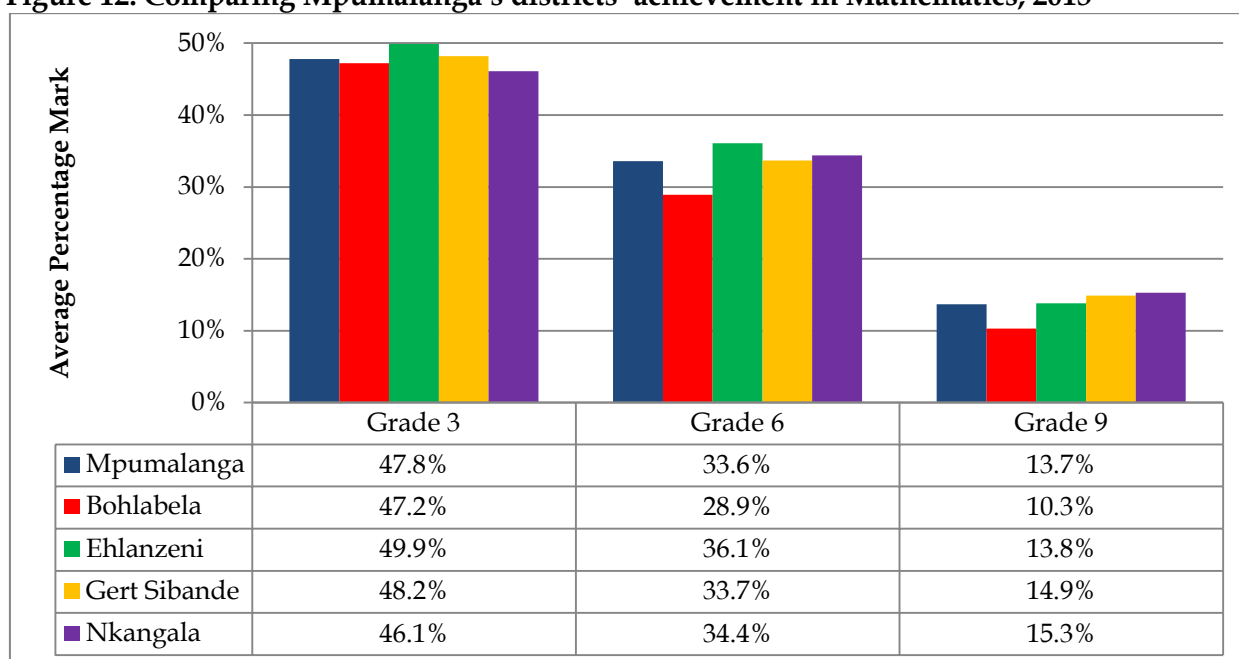
It is apparent from Figure 11 that Mpumalanga recorded a lower percentage of learners with an acceptable achievement in Home Language compared to South Africa in all grades, except Grades 5 and 9. When compared with other provinces, Mpumalanga ranked in 9th position for Grade 3, 4th position for Grade 6 and 2nd position for Grade 9 in terms of acceptable achievements.

6. EDUCATION DISTRICT ANNUAL NATIONAL ASSESSMENT RESULTS

The ANA Mathematics results for Mpumalanga’s four education districts are presented in Figure 12. On a district level, the DBE only released results for Grades 3, 6 and 9. With respect to Mathematics, Ehlanzeni attained the highest average percentage mark for Grade 3 and Grade 6, whereas Nkangala achieved the highest mark for Grade 9. Bohlabela registered lower marks than Mpumalanga’s average marks in Grades 6 and 9, with Nkangala recording the lowest Grade 3 average mark.

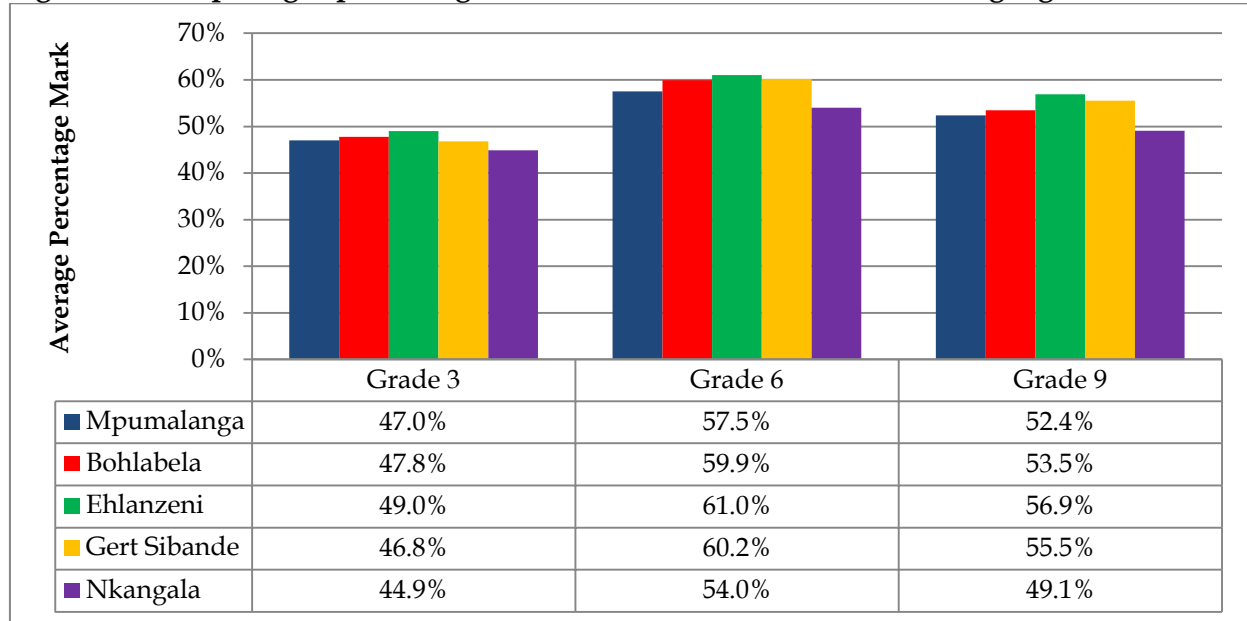
In terms of Home Language, it is apparent from Figure 13 that Ehlanzeni achieved the highest average percentage mark for Grade 3, 6 and 9 among the four education districts. Nkangala registered the lowest average mark in all three Grades.

Figure 12: Comparing Mpumalanga’s districts’ achievement in Mathematics, 2013



Source: Department of Basic Education – Report on the 2013 Annual National Assessments

Figure 13: Comparing Mpumalanga’s districts’ achievement in Home Language, 2013



Source: Department of Basic Education – Report on the 2013 Annual National Assessments

7. CONCLUSION

Quality school education is widely regarded as the most important medium for transforming South Africa and its provinces into a more equitable society. To achieve higher economic growth and lower unemployment the province must develop the capabilities of its labour force through education and skills training. Improved education outcomes should also lower the premium for skilled labour resulting in lower levels of income inequality and poverty.

The improvements in Mpumalanga’s Grade 12 pass rate since 2009 must be acknowledged, however, the improvement is, to a large degree, the result of an abnormally high drop-out rate or low throughput rate. The low throughput rate essentially supplies uneducated and unskilled individuals to the labour force and any improvement in the labour force as a result of the higher Grade 12 pass rate is therefore undone. Appropriate measures to curb the high drop-out rate must be implemented before the benefits of higher Grade 12 marks will be felt on the provincial labour force.

More Grade 12 learners qualify to enrol in bachelor studies every year. However, less qualify to do so with Mathematics and Physical Sciences as Grade 12 subjects, despite the high demand for skills related to these two subjects. If the low ANA 2013 results for Mathematics are anything to go by, the number of Grade 12 students writing Mathematics and Physical Sciences will not increase in the foreseeable future to sufficiently meet the demand. The establishment of a Mathematics, Science and Technology Academy in Mpumalanga and in-service training of teachers to improve their pedagogical knowledge will assist in turning this situation around.

CONTACT DETAILS: No 7 Government Boulevard

Building No 4

Riverside Park Extension 2

Nelspruit

1201

Tel: 013 766 4409

Fax: 013 766 9139

Email: lcvanvuren@mpg.gov.za