

## **The Grade 9 Maths ANA – What Can We See After Three Years?**

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### **INTRODUCTION**

The Annual National Assessments (ANA) were introduced to address South Africa's poor performance in international mathematics assessments such as TIMSS and SACMEQ. The Grade 9 test was first written in 2012 with a national average of 12.7%. In 2013 the average increased to 13.9% but then dropped to 10.8% in 2014. The overall picture is one of very poor performance with the result that many questions are being asked about the value and purpose of the ANA.

The Department of Basic Education (DBE) identifies three purposes for the ANAs: (1) a measure for the state to gauge improvement in the education system, based on learner performance year-on-year; (2) a diagnostic assessment to identify areas of weakness in learners' performance; and (3) to provide a model of good assessment practice. While these are all important goals, they are not necessarily achievable through a single instrument. However, this is not the focus of our article. Our purpose here is to report on a content analysis of the three ANA papers which we undertook in the first quarter of 2015, paying particular attention to cognitive demand and levels of difficulty. We share our findings on these aspects, as well as on trends that arise as we look across the first three years of the Grade 9 Maths ANA.

### **CLASSIFICATION OF ITEMS**

Classification of items into taxonomies is never a simple matter, and there are no perfect taxonomies. We have attempted to use existing taxonomies with which teachers are familiar but we are not suggesting that these are definitive levels or categories.

### **LEVELS OF COGNITIVE DEMAND**

Levels of cognitive demand describe the nature of the item in terms of the mathematical demand. An early Grade 9 ANA document (DBE, 2011) distinguishes three levels: knowledge of basic concepts, application of concepts and non-routine problem solving. However, we chose to work with the four levels of cognitive demand as described in the CAPS document since these are the levels that teachers work with regularly.

- *Knowledge* – requires straight recall, use of mathematical facts, identification and direct use of formulae.
- *Routine procedure* – well-rehearsed and familiar algorithms, simple calculations that may involve several steps, use of formulae requiring change of subject.
- *Complex procedure* – several calculations that are not all of the same type, complex calculations, route to solution is not entirely obvious, connecting representations, developing proof, requires conceptual understanding.
- *Problem solving* – unseen, non-routine problems, route to solution is not suggested, also requires conceptual understanding.

# 2014 Grade 9 Ana Maths Test Answers

**Elvira Popescu, Ana Belén Gil, Loreto  
Lancia, Luigia Simona Sica, Anna  
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Popescu, Minoru Nakayama, Vittorio Scarano, Ana B. Gil, 2020-08-13 This book features papers from workshops at the 10th International Conference on Methodologies and Intelligent Systems for Technology Enhanced Learning which was hosted by the University of L'Aquila Italy from 17th to 19th June 2020 The workshops provided participants with the opportunity to present and discuss novel research ideas on emerging topics complementing the main conference They particularly focused on multi disciplinary and transversal aspects such as TEL in nursing education programs social and personal computing for web supported learning communities interactive environments and emerging technologies for eLearning and TEL for future citizens

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## **Table of Contents 2014 Grade 9 Ana Maths Test Answers**

1. Understanding the eBook 2014 Grade 9 Ana Maths Test Answers
  - The Rise of Digital Reading 2014 Grade 9 Ana Maths Test Answers
  - Advantages of eBooks Over Traditional Books
2. Identifying 2014 Grade 9 Ana Maths Test Answers
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an eBook 2014 Grade 9 Ana Maths Test Answers
  - User-Friendly Interface
4. Exploring eBook Recommendations from 2014 Grade 9 Ana Maths Test Answers
  - Personalized Recommendations
  - 2014 Grade 9 Ana Maths Test Answers User Reviews and Ratings
  - 2014 Grade 9 Ana Maths Test Answers and Bestseller Lists
5. Accessing 2014 Grade 9 Ana Maths Test Answers Free and Paid eBooks
  - 2014 Grade 9 Ana Maths Test Answers Public Domain eBooks
  - 2014 Grade 9 Ana Maths Test Answers eBook Subscription Services
  - 2014 Grade 9 Ana Maths Test Answers Budget-Friendly Options

6. Navigating 2014 Grade 9 Ana Maths Test Answers eBook Formats
  - ePub, PDF, MOBI, and More
  - 2014 Grade 9 Ana Maths Test Answers Compatibility with Devices
  - 2014 Grade 9 Ana Maths Test Answers Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of 2014 Grade 9 Ana Maths Test Answers
  - Highlighting and Note-Taking 2014 Grade 9 Ana Maths Test Answers
  - Interactive Elements 2014 Grade 9 Ana Maths Test Answers
8. Staying Engaged with 2014 Grade 9 Ana Maths Test Answers
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers 2014 Grade 9 Ana Maths Test Answers
9. Balancing eBooks and Physical Books 2014 Grade 9 Ana Maths Test Answers
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection 2014 Grade 9 Ana Maths Test Answers
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine 2014 Grade 9 Ana Maths Test Answers
  - Setting Reading Goals 2014 Grade 9 Ana Maths Test Answers
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of 2014 Grade 9 Ana Maths Test Answers
  - Fact-Checking eBook Content of 2014 Grade 9 Ana Maths Test Answers
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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