ANALYSING THE GRADE 9 NATIONAL ANNUAL ASSESSMENT FOR MATHEMATICS

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TARGET AUDIENCE: Grade 8/9 mathematics teachers

DURATION: 2 hours

MAXIMUM NO. OF PARTICIPANTS: 40

MOTIVATION

The Annual National Assessment (ANA) grade 9 is a summative assessment of the knowledge and skills that learners are expected to have developed by the end of grade 9. The ANA is a form of "systemic evaluation", in that, it gives government, schools and other stakeholders a view of "how the system" has been doing. In 2012, the average mark in the grade 9 ANA Mathematics was 13%.

Clearly, the system was not doing well at all. At the end of 2012, AMESA was called upon by the DBE to give its view on the ANA. A comprehensive report was given. Based on AMESA's criteria (content and cognitive level coverage, language and time) the following conclusion was reached:

"The paper was set at an appropriate, acceptable standard and must be regarded as fair"

So the question that is asked is:

"What should be our approach to teaching to ensure that our grade 9 mathematics learners are able to cope with the demands of ANA and other key assessment tasks in grade 9?"

This workshop has been designed with the intention of answering the above question, that is, to assist teachers with preparations for grade 9 assessment in mathematics using a structured, interrogative approach. This approach may help to consolidate mathematical development in the GET and possibly improve learner performance.

CONTENT

The 2012 ANA grade 9 paper will be used as a guide. The workshop presenter will, on an interactive basis, work with workshop participants, to discuss the paper using the following key points:

- Topic/content
- Learning Outcome
- Cognitive level

Govender, V.G. (2013). Analysing the Grade 9 national annual assessment for mathematics. In Z. Davis & S. Jaffer (Eds.), *Proceedings of the 19th Annual Congress of the Association for Mathematics Education of South Africa*, Vol. 2. (pp. 22 – 23). Cape Town: AMESA.

- Mark allocation
- Mathematical demands
- Background knowledge

There will be special emphases on the last two bullets, mathematical demands and background knowledge.

This is done for the following purposes:

- Examining the mathematics involved in working through the question; and
- Identifying what knowledge do learners need to have in order to work out the question

What will be done in the workshop? How will the time slot be broken up?

Refer to worksheets (maximum 8 pages to be attached as a separate file)

ABSTRACT

The grade 9 Annual Assessment for Mathematics in 2012 showed that there were serious problems with mathematics teaching in the Senior Phase. The grade 9 average of 13% provided evidence that intervention strategies in mathematics should be done much earlier than the FET as is presently the case.

This workshop is designed to assist teachers with developing a structured, interrogative approach to the teaching and learning of grade 9 mathematics, using the 2012 grade 9 ANA paper as a guide.

The main idea of this workshop is not to “teach to the test” but to emphasise that a well-planned, structured approach to teaching (and learning) is crucial in satisfying the assessment demands of the curriculum.