

EUROPEAN LANGUAGES

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON PHASE 1

MATERIALS

The European Languages Subject Expert Group (SEG) would like to thank all stakeholders, including NCEA Panels, and online survey respondents, who took the time to review the Phase 1 European Languages subject content. We received 47 responses to the online survey.

It was encouraging to read that there was general confidence in, and support for, the Phase 1 materials and for the way *mana ōrite mo te mātauranga Māori*, was reflected in them.

The Phase 1 European Languages content currently published and consulted on is foundational subject content, with an indication as to the direction of assessment. This is published early in the development process to give you the opportunity to comment on the proposed teaching and learning at a formative stage. The SEG is currently using the compiled Phase 1 feedback to refine the subject content.

The feedback indicated that there is a need for clarification of some of the subject content.

The Learning Matrix outlines the most significant learning for European Languages, that every student is expected to engage with in a full year course. This is intended to strike a balance between consistency across Aotearoa New Zealand and flexibility in teaching and learning, to allow teachers to best meet the needs of the students in front of them.

The Course Outlines further support the Learning Matrix. They are indicative of how the significant learning may be practically incorporated into a year-long languages course. These will be reviewed by the SEG during Phase 2 and republished in August alongside the Phase 2 assessment materials.

The feedback also highlighted the need for further development of support materials, such as a Glossary to ensure consistent interpretation of the subject content. We can also confirm the development of Vocabulary Lists at each curriculum level to clarify the expectations and to guide development of externally assessed comprehension standards.

Assessment requirements and expectations will be clarified when Phase 2 subject content is published in August. Phase 2 materials include the draft Achievement Standards, Internal Assessment Activities, Conditions of Assessment, and associated materials. Further guidance, including exemplars of student work, will be provided after the pilot year in 2022.

We also heard that the teaching community is seeking more detail about the PLD opportunities associated with the new draft materials. The Ministry is working to ensure support is available for teachers, schools and kura to implement the NCEA changes introduced through RAS. This includes both new supports and a range of existing services which can be used to help teachers adapt to these changes. [A response from the Ministry can be found here.](#)

Specific feedback has been collated into main themes and the SEG has responded to each theme. All feedback has been considered – those suggestions which are more discrete in nature or are too specific to respond to as a theme are in the process of being considered by the SEG.

Theme One

Incorporating mātauranga Māori

Response

Change 2 of the NCEA Change Package calls for mana ōrite mo te mātauranga Māori. Realising this change means we ensure mātauranga Māori is equitably valued and resourced in NCEA, broadening access to mātauranga Māori pathways and increasing teacher capability. This means incorporating mātauranga Māori, te ao Māori, and te reo Māori appropriately into the new European Languages subject content.

The European Languages subject content provides capability support:

- The Learning Matrix and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning
- The Glossary will define kupu Māori used in the subject content
- Further assessment resources, student exemplars, and examples of Teaching and Learning Programmes created in the 2022 pilot year will further exemplify the integration of mātauranga Māori in this subject.

We understand that there is anxiety in the teaching community, not only in European Languages, but across other subjects, relating to how teachers can authentically incorporate mātauranga Māori in the programmes. We will be working in Phase 2 to address these concerns and uncertainties, especially in relation to the cultural aspects of language learning. The SEG is committed to placing importance on learners being able to see themselves in teaching and learning opportunities. We will also have the opportunity to work with Ministry officials who have expertise in mātauranga Māori, and will draw upon that knowledge.

[A further response from the Ministry can be found here.](#)

Theme Two

Concerns around Achievement Standard 1.2 (Production)

Response

The range of views expressed in the feedback indicates that more consideration is needed around this standard. The SEG is open to retaining the option of both written and oral language, or a combination of the two, with the possibility of multiple pieces of evidence. There will be a series of discussions in the next stage of development around how to successfully manage assessment of different linguistic modes together and how to ensure authenticity of evidence, which will be a key driver in the decisions made by the SEG.

We will also leave open decisions to reconsider what expectations are set for Levels 2 and 3 around types of evidence. This is with particular reference to the contributions of tertiary institutions, which favour written submission of assessment evidence.

Theme Three

Alignment between European Languages and Asian Languages

Response

We acknowledge the feedback from respondents who argued that maintaining uniformity across the Achievement Standards, regardless of language type, is desirable. Some respondents did not see enough of a difference between the languages to warrant a more bespoke approach than has previously existed. We also heard that the current uniform approach has some benefits for schools delivering multiple language subjects, or those with particularly small departments where comparable matrices make for simpler management of assessment.

While we recognise that uniformity has its benefits, we are also open to the opportunity provided by this comprehensive review to question the assumptions that have previously informed our assessment frameworks. Allowing for the possibility of variation is in line with the general principles of the NCEA Change Package and its focus on increased inclusivity, accessibility and recognition of diversity of users within the qualification. The inclusion of Pacific knowledges, contexts, and perspectives, in addition to mātauranga Māori, is a specific mandate within this review. Requiring complete alignment between Pacific, Asian and European Language materials from the outset would have been contrary to the stated aims of the NCEA Review and RAS.

We are careful to acknowledge that what works for European Languages may not necessarily work as well for Asian or Pacific Languages. Therefore, whilst we would ensure equity of challenge across language groups, we remain open to retaining deliberate variations in approach across these subjects where differences clearly exist. The Ministry will continue to work closely with the Asian and Pacific Languages SEGs in the next stage of development to establish where those appropriate areas of alignment or divergence exist.