



FAQ Summary

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Review of Achievement Standards

RAS – General

What are the plans for unit standards currently taught in schools?

There are no changes to Unit Standards. within the Review of Achievement Standards. The Unit Standards can still be used in conjunction with the new Achievement Standards.

When will the external materials be available? We are uncertain what the externals will look like without example materials.

Final external assessment specifications are due to be published by the end of October. Sample assessments and other supporting materials will be released to pilot schools progressively through 2022.

Is there a glossary of terms that is being used in the matrixes?

Each Level 1 subject that has been published on the NCEA.Education website has a Subject Glossary tab. If you look in a subject glossary, you will find both subject specific glossary terms and glossary terms that are common across the subjects. The glossaries include kupu Māori and Pacific concepts.

What is being done to prepare the students and families for the change? I know about these changes because I am a teacher, but as a parent, I have had no communication. Students often rely on family (siblings mostly) who have previous knowledge in the standard to help them get their heads around the assessment.

In one of the videos, it was acknowledged that this would mean "more work for teachers in the short term" how will the MOE provide the time required to do this extra work?

Why do we only have four standards (internals and externals) available in some subject areas (Maths and English) and more in others (Science as it includes standards in Chem and Bio and Physics and Earth Science)?

Will there be a series of books with "Māori knowledge" detailed for use?

How will standards from other providers are going to fit into these Matrices?

The Ministry is developing resources to help parents/whānau to understand the changes that we are implementing to strengthen NCEA. Resources, including pocket guides and a fact sheet, have been sent to schools to distribute to their communities. These resources can also be downloaded from NCEA – Parents.education.govt.nz – Practical information about education for parents and carers Additional resources are being developed and will progressively be added to this website.

One of the intentions of the NCEA Change Programme is to reduce both student and teacher workload in the long term. We continue to work constructively with the PPTA to find ways to realise this, including the eight Teacher Only Days that were allocated in the Accord. These days are to support the implementation of changes to NCEA, and the wider strengthening of curriculum, progress and achievement practice. The full Teaching and Learning Programmes that will be developed in the pilot year will provide "pick up and go" resources aimed to reduce teacher workload and build capacity. There has also been funding allocated to the Networks of Expertise to support these NCEA changes.

One of the seven changes of the NCEA Change Programme is to have fewer, larger standards. For greater coherency and consistency, each subject has four standards comprising of two internal Achievement Standards and two external Achievement Standards. You can read more about the decisions made on the Level 1 subject list in the Education Report - Finalising the NCEA Level 1 subject list, found here: <https://ncea.education.govt.nz/information-releases>

Mana ōrite mō te mātauranga Māori is one of the changes within the NCEA Change Programme, seeking parity of mātauranga Māori with other bodies of knowledge. NEX funding can be accessed by subject associations to support PLD opportunities around how mātauranga Māori is engaged with in subject-specific contexts. Regionally allocated funding is being made available. Two of the priorities in kura auraki settings are Cultural Capability, and Local Curriculum Design. Cultural capability is about understanding, valuing and amplifying different world views, perspectives, experiences, and measures of success. Local curriculum design weaves the national curriculum framework into your community's context, to provide rich learning opportunities for ākonga. More information to support your kura in making this shift can be found here: Strengthen teaching practice through professional learning and development – Professional Learning & Development (education.govt.nz)

Once the new Achievements Standards are implemented, you will still be able to use the Performing Arts Technology Unit Standards (provided you have consent to assess). Unit Standards will continue to count towards the credit requirements for NCEA at all levels, and you can continue to include Unit Standards in your course planning as you usually would. They don't show up in the matrices as only standards developed by MoE are displayed in the

matrix. From October 2021, Workforce Development Councils will become operational and all standards currently owned by Industry Training Organisations will be transferred to the appropriate Workforce Development Council. Check out this page (<https://ncea.education.govt.nz/reform-vocational-education-use-unit-standards-and-transitional-industry-training-organizations>) for more information. The Performing Arts Technology Unit Standards will be transitioning to the Toi Mai Workforce Development Council.

We can't find the subject page for Outdoor Education, when will we be able to access it?

Outdoor Education is currently assessed through Unit Standards only. As this is a Review of Achievement Standards in NCEA, these assessments are currently out of scope for the project. However, Outdoor Education has been proposed to become a new Achievement Standard subject as part of the Provisional Level 2/3 list which is currently available for public consultation. For more information on the proposal and the opportunity to provide feedback, please go to the new NCEA website <https://ncea.education.govt.nz/have-your-say>. New Achievement Standard subjects which are confirmed after the consultation period will be developed on a separate timeline. The Ministry of Education will provide more information on these developments once decisions around new subjects have been made.

RAS – Course Structure

Is there any information about what will be required for students to achieve an endorsement in a particular subject?

For a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Do the new NCEA Level 1 standards have to be completed in one year or can they be completed over two years?

For a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. The course needs to be completed in a school year and can include achievement standards from higher levels than that of the endorsement. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Are there Unit Standards available for Vocational and Academic pathways or just Vocational pathway?

Unit Standards and Achievement Standards both count towards an NCEA. Schools can use Unit Standards or Achievement Standards to build courses for NCEA. The Ministry is currently reviewing all Achievement Standards. More information about Unit Standards and the Reform of Vocational Education can be found at this link. Students can also achieve Vocational Pathways Awards, and both Unit and Achievement Standards count for these Awards. Use the Profile Builder and Assessment Standards on the Youth Guarantee website to see what contributes towards a Vocational Pathway Award. If you have further questions, please contact us at vocational.pathways@education.govt.nz

What will happen to courses run by ITOs?

Unit Standards can continue to be used in all courses provided your school has consent to assess. Industry Unit Standards will be transferred from Industry Training Organisations to a Workforce Development Council starting from October 4 this year. If you are currently delivering Unit Standards as a part of a course that also includes Achievement Standards, going forward you can continue to do that (unless you are a pilot school, as they are being asked to deliver the 4 Achievement Standards as a coherent package, for more questions about being a pilot school go to: NCEA Pilots | NCEA (education.govt.nz). The external requirement is relevant if you are wanting students to get an Achieved Course Endorsement for that course on their Record of Achievement, as they need to have passed at least 1 external as a part of that course. We recognise that this transition to Workforce Development Councils and the impacts of the Reform of Vocational Education is rather complicated. We encourage you to reach out to us at Vocational.Pathways@education.govt.nz if you have further questions.

Is there a credit limit or limit on the number of standard offered on any given course that we design?

Courses should be designed in a coherent manner, considering the needs of ākonga. One of the changes to NCEA is designing subjects with fewer, larger standards and a balance of internal and external assessment. Each standard will be worth 4-6 credits, with a total of 20 credits per subject. When schools design their own courses, they may want to consider these assessment guidelines to support the well-being of their students and teachers. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Why are some standards 4 credits and some are 6?

The 6 and 4 credits respectively reflect the suggested hours of learning that is required prior to assessment of these standards. One credit remains equivalent to ten notional learning hours. You can read more about this here: <https://www.nzqa.govt.nz/about-us/consultations-and-reviews/notional-learning-hours/>
Note, however, that within a course of learning the 50:50 internal:external split per subject is at the standard level (i.e., 2 internal:2 external), NOT at the credit level, so there might be up to a 8:12 credit split or vice versa within any one subject assessment matrix. "

Can schools set up a programme where students do a selection of internals from Science, Biology & Chemistry and Physics & Earth, rather than doing two internals and two externals?

The subjects have been designed to be inherently cohesive which is one of the aims of the RAS. How schools choose to create their courses based on this is their choice, as are entry requirements for higher levels. Kaiako will likely be using assessment for learning (formative assessment) as the year progresses and this may inform decisions on progression. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits.

How many hours are we equating to 1 credit with the now reduced number of credits per course? (is it still 10hrs per credit)

One credit remains equivalent to ten notional learning hours. You can read more about this here: <https://www.nzqa.govt.nz/about-us/consultations-and-reviews/notional-learning-hours/>

Would we be able to offer one level 1 standard to students in year 10, and these credits form part of the student's level 1 total?

As with the current NCEA, standards can be sat whenever a secondary student is ready and has completed a learning programme that supports the topics covered in the standard. The credits that they gain won't expire and can be combined with credits from other years to form a complete NCEA at that level.

If students aren't necessarily seeking a course endorsement, is a two-year program acceptable?

NCEA qualifications continue to not be time-limited. You can learn more about this [here](#)

Is there a requirement for a 2023 course to contain two each of internal and External?

Each Level 1 NCEA subject is supported by two internal and two external achievement standards. Schools are able to decide the extent to which a course uses achievement standards from a subject (or subjects) to credential the learning in a course they have designed.

As students require 60 credits and each course can offer a maximum of 20 credits, it is sensible to consider that planned option levels keep to possibly a maximum of 100 credits (an example only) Again in previous change documents, 'We will also introduce clear guidance on the [maximum] number of credits that a student should enter each year: 120 credits at level 1 and 2, and 100 credits at level 3.' As a school that offers six subjects at each senior year level, and who are keen to minimize our student assessment, some guidance here is also required.

The guidance offered about the number of credits students should be entered into each year is a suggested maximum. Schools have the flexibility to design programmes of learning that meet the needs of their students, using the subject Learning Matrices as a starting-point. The Learning Matrix describes the most important learning, that should not be left to chance, in a given subject; however, not all of this learning needs to be assessed. Because NCEA Level 1 has been retained as an optional level, schools may consider incorporating reduced assessment loads into their programmes of learning, particularly if minimising assessment workload for students and teachers is a key concern.

Are courses designed in school required to be 2 internal + 2 external or could a course be just 2 internal standards or 3 internal standards from a mix of course?

The subjects have been designed to be inherently cohesive which is one of the aims of the RAS. How schools choose to create their courses based on this is their choice, as are entry requirements for higher levels. Kaiako will likely be using assessment for learning (formative assessment) as the year progresses and this may inform decisions on progression. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits.

Is it required to do all 4 Achievement Standards in any given subject?

For the piloting of the new Level 1 Achievement Standards in 2022, it is a requirement that schools offer all four Achievement Standards in their teaching and learning programmes. However, when the standards are fully implemented in 2023, schools will have the flexibility to select and use standards in a manner that best supports their programmes of learning.

Will we be able to create bespoke programmes that draw on multiple subjects' Standards. Will there be any requirement for externals in a subject? For

When the new Achievement Standards are fully implemented in 2023, schools will continue to have the flexibility to design courses to meet the needs of their ākonga. A carefully designed course that incorporates more than one subject is possible as long as it coherently

instance, could you have 2 internals from subject A, and 2 internals from subjects B and have a full internal subject?

incorporates the significant learning from the learning matrices of those subjects. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

What will happen in schools that are semestered in terms of offering the external that needs to be sent away in the first half of the year?

Schools are able to create their own courses that best suit their learners and their contexts. Coherent and meaningful courses should be planned around teaching and learning, and awareness of external assessment timing should be taken into account.

Will anything be compulsory in level 1?

NCEA remains an optional level with schools designing the programs of learning to meet the needs of their ākonga.

Is there a minimum external requirement for a student to pass level 1, or can they do it all internally if they do 6 courses and gain 10 credits in each course?

For a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. The course needs to be completed in a school year and can include achievement standards from higher levels than that of the endorsement. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Students with incomplete NCEA 1 (old standards) in 2023, for example part of the Literacy standards - how will they complete the qualification? Must they start the new one or will there be some carry over?

If students do not have their literacy or numeracy credentialed through the current system by 2023, they will need to sit the new co-requisite in order to gain an NCEA. If they have already met the current expectations for literacy or numeracy by then, this will be recognised in the new system. If they have already gained their literacy or numeracy, but not completed their NCEA, they will not need to sit the new co-requisite in order to get an NCEA.

when selecting standards to build a course for L1 do we need to select one standard from each column of the matrix i.e., 1.1, 1.2, 1.3 and 1.4?

A Level 1 programme of learning is developed in response to the needs of the students and the localised curriculum. From there Achievement Standards are selected that best assess the significant learning that has been undertaken. Courses can be assessed by using Achievement Standards from different subjects; however, care needs to be taken that important Significant Learning for that subject has not been missed.

Is it possible to have a fully internally assessed course? This question has not been answered. Thanks

When the new Achievement Standards are fully implemented in 2023, schools will continue to have the flexibility to design courses to meet the needs of their ākonga. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Is there flexibility in the order that the standards are taught, - not 1.1 then 1.2 1.3 and then 1.4 can we get the externals all done in the first half of the year?

From 2023, schools will have the flexibility to time the assessment of Level 1 internals Achievement Standards to suit their programmes of teaching and learning. External assessments will have designated dates or periods in which they will need to be completed prior to submission. This will vary depending on the nature of the assessment and the activity. Guidance on implementation of non-exam externals will be provided for pilot schools well in advance of the assessments and will be available for schools before 2023.

When are we likely to get final confirmation of L2 and L3 subjects which for us are drivers in planning courses for Level 1?

Feedback on the proposed NCEA Level 2 and Level 3 subject lists closed on the 13 August. The Ministry will make recommendations to the Government on final decisions on the subjects later this year. Where it is agreed that subjects will proceed, further work will be done to confirm the timeline for each subject.

RAS – Assessment

How will cross curricular courses be assessed? Will it be possible to pick and choose standards across subjects, or is it required to do all of the standards within a subject to obtain endorsements?

When the new Achievement Standards are fully implemented in 2023, schools will continue to have the flexibility to design courses to meet the needs of their ākonga. A carefully designed course that incorporates more than one subject is possible as long as it coherently incorporates the significant learning from the learning matrices of those subjects. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Can students earn credits across different subjects for one project they worked on?

If a school has designed a programme of learning which includes a project that incorporates significant learning from more than one subject area, and there are achievement standards in those subjects which credential that learning, yes.

What is the timing for exams?

The timing of all external assessment is being carefully considered by the Ministry and NZQA; this includes externals assessed during the Term 4 exam period and externals assessed outside of this period. Implementation and teacher and student workload are all important factors in this planning. Not all subjects will have an external assessment in Term 2; however, most will have one in Term 2 or 3. The final external assessment specifications will be published in October this year.

When will exemplars and example external papers coming out?

Final external assessment specifications are due to be published by the end of October. Sample assessments and other supporting materials will be released to pilot schools progressively through 2022. NZQA will be working to release them as quickly as possible after each assessment, however term 4 assessments and those run during the exam period won't be published until late 2022 and early 2023. We will be publishing pilot externals assessments very soon after they are completed so that schools will have a good idea of what is coming up.

If you are not a pilot school will you still get access to external material in 2022?

Sample assessments and other supporting materials will be released to pilot schools progressively through 2022. All material will be made publicly available shortly after each external is run.

"late 2022 and early 2023" seems to late to receive the external materials. How can a teacher construct a suitable course for 2023 in 2023?

In order to ensure valid assessment, external tasks can't be published until after they have been completed by students during the pilot year. NZQA aim to publish tasks within a matter of days after they are completed during the pilot year. Teachers will have the more detailed external assessment specifications available in October 2021 to plan from, as well as final tasks released progressively through the pilot year after they are completed by students.

Will there be any exclusion between standards if a candidate does L2 standards in 2023 (old standards) and 2024 (new standards)?

For the most part, students will not be able to receive credits for both old and new standards within the same subject, with some exceptions where the same learning isn't being credentialed, or in the case of consolidated subjects. We be confirming the exceptions to the exclusions in the coming months.

Derived Grades: If students are away for a CAA, will they be able to get a derived grade?

Derived grades applications for all external assessment will continue to be made via application to NZQA by the school on behalf of the candidate. You can read more about this process on the NZQA website: <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades/>

Derived Grades: How will we gain derived grades if there are mid-year external exams?

NZQA will determine the process for derived grades for external assessment. It is expected that some standards will have a derived grade process available, and this will be confirmed by NZQA as part of the material provided to schools in the 2022 piloting year.

How will NCEA make sure that external assessments draw on mātauranga Māori and relatable contexts for all students?

Both the Ministry and NZQA are committed to Change 2 of the NCEA Change Programme – Mana Ōrite mo te Mātauranga Māori – and have dedicated resources to work towards this change. The Ministry is working closely with NZQA to ensure that external assessment design draws on mātauranga Māori and we are committed to ongoing improvement in the quality of our products.

If our school is developing a localised curriculum, are we able to write our own assessments and have these moderated?

When the Review of Achievement Standards is fully implemented for NCEA L1 in 2023, internal assessment will be administered by schools and they will therefore be able to adapt the assessment activities, or write their own, to meet the needs of their ākonga. Marking, internal moderation, and external moderation of internally assessed Achievement Standards are guided by NZQA. This process has not changed.

I know we "can create our own" assessments form 2023 OR do we have to?

If your school participates in the pilot year, you will be expected to use the example assessments. Once the Standards have been fully implemented in 2023, schools can continue to use the internal assessment activities developed by the Ministry or can choose to design their own internal assessment activities to meet the needs of their learners.

Who writes and marks the internals (can we adjust the internals to meet our students' environment)?

When the Review of Achievement Standards is fully implemented for NCEA L1 in 2023, internal assessment will be administered by schools and they will therefore be able to adapt the assessment activities, or write their own, to meet the needs of their ākonga. Marking, internal moderation, and external moderation of internally assessed Achievement Standards are guided by NZQA. This process has not changed.

Are all subjects sitting an external in Term 2?

The timing of non-exam externals is being carefully considered by the Ministry and NZQA as the assessment specifications are developed. Implementation and teacher and student workload are all important factors in this planning. Not all subjects will have a non-exam external in term 2, though most will have one sometime in term 2 or 3. The final external assessment specifications will be published in October this year.

In initial discussions, one of the benefits of having a CAA for an external standard was so that students could be assessed when ready. Having the CAA prescribed at the end of Term 2 seems to go against this. Is there a scope for assessing this at a different time?

The assessment of non-exam external assessments will vary depending on the nature of the assessment and the activity. CAAs will have designated dates or periods in which they will need to be completed prior to submission. Guidance on implementation of non-exam externals will be provided for pilot schools well in advance of the assessments and will be available for schools before 2023.

It is our understanding that the 4 big ideas do not all have to be assessed but is there choice about which we do not assess? And if you do choose not to teach one, how does that work with teaching the Achievement standards? Will this disadvantage students compared to those who do cover and teach all of the big ideas?

The Big Ideas of a subject inform the Significant Learning. The Achievement Standards sample that Significant Learning but may not cover it all. The Standards themselves are not necessarily mapped to the Big Ideas (all subjects include four Achievement Standards but may have different numbers of Big Ideas). The Significant Learning can be thought of as the 'learning not to be left to chance' and ideally this will be covered in a course – even if it is not formally assessed. Ultimately schools choose what to teach and assess in courses based on the needs of their communities and learners.

Will we be able to use these assessment tasks for assessment or will we be expected to use these for ideas to write our own?

If your school participates in the pilot year, you will be expected to use these assessments. Once they have been fully implemented in 2023, schools are able to design their own internal assessment activities to meet the needs of their learners.

When will end of year exams start and how long will the end of year exam be?

The Ministry is working closely with NZQA to consider if any changes may need to be made to the timing of Level 1 exams from 2023.

How will these changes affect term dates for senior students?

The Ministry is working closely with NZQA to consider if any changes may need to be made to the timing of Level 1 exams from 2023.

With only 1 external for each subject in Term 4, will this change the timing of the external examinations

The Ministry is working closely with NZQA to consider if any changes may need to be made to the timing of Level 1 exams from 2023.

for Level 1 exams in Term 4? Will the Level 1 exams start later in the term to allow for more teaching time?

For external assessments when will the results be published for externals? If sitting externals in middle of year, do ākonga have to wait till January to get the results?

Early on in 'NCEA Change' documents it was clearly stated that all courses will include 'externally' assessed standards as part of any 'subject' offered. Perusing examples of potential programmes this is implied rather than stated. [All contain a mixture]. We as a school would be happy to offer a course with an external component that requires a portfolio of work but the same students might struggle in an examination situation, so we plan courses according for these learners. Can you clarify please?

Will it possible to gain UE from a course that offers a mixture of subjects within Social Science (for example a History standard and Geo standard and a Social Science standards)?

Will the Common Assessment Activities be marked outside the individual schools?

Can the Marautanga work be answered in English at all? such as Putaiao standards or te reo Māori?

Will we get subject experts back permanently (or at least long term) for moderation purposes?

Will the school year be longer because there are less 'exams' in term 4?

Will there be resubmission on externals?

It is anticipated that the marking processes for non-exam external assessments will be completed within 6-8 weeks of each assessment event. Student grades will subsequently be released progressively throughout the school year. Grades for EOY examinations will still be released in January.

All subjects are being developed to ensure a balance of internally and externally assessed credits. As you have noticed, the range of external assessments has been expanded and depending on the learning being assessed may include assessment methods such as portfolios, reports, common assessment tasks. The proposed external assessment method can be found in the 'unpacking' section of each standard on our NCEA.education website.

University Entrance is outside of the scope of the Review of Achievement Standards at Level 1 and will be considered in the development of Levels 2 and 3.

Yes. As an external assessment this is administered by NZQA.

Yes.

Subject experts who have worked to develop the draft assessment materials are not involved in moderation, or verification of student work. NZQA will be contracting moderators to be involved in this work, led by National Assessment Moderators, as per usual.

The Ministry is working closely with NZQA to consider if any changes may need to be made to the timing of Level 1 exams from 2023.

Schools may offer a resubmission opportunity to students only when a minor error prevents them from reaching an 'Achieved' grade. You can learn more about the changes that took effect February 2021 here: [Change to resubmission rules from 2021 onwards](#) » NZQA

Pilots

If my school takes part in the pilot programme for science with only 20 credits on offer, how will the affect the overall number of credits needed to pass the year?

For 2022, NCEA level 1 students will need to meet the current requirement of 80 credits. Pilot schools will be required to offer all 4 standards for each pilot subject, including both externals. Schools will need to ensure students enrolled in pilot subjects are offered sufficient credits across their programmes of learning.

Will the teachers involved in the trial be given any release time to help with the extra work that will be involved in being part of it?

The Ministry will fund 1 lead teacher per pilot subject to attend a 1-day workshop in Wellington during the first 2 weeks of November, including travel, expenses, and TRDs. Pilot schools will need to support piloting teachers to actively engage in planning and resource preparation, including use of school release time to support planning when needed. The Ministry will also provide an orientation programme available to all teachers involved in the pilot and access to regular online support meetings.

If we are to pilot a subject next year does the whole year group need to take part or can we trial it with only a portion of the subject group?

A single class, several or whole cohort may be part of the pilot programme.

Is the timeline for level 2 and 3 fixed? Is this year's Y10 group going to be the guinea pig year group 3 years in a row?

The timelines for the NCEA review have been set by Cabinet, with level 1 fulling implemented from the start of 2023, Level 2 from 2024, and Level 3 from 2025. Through participation - or not - in the pilot years for each level, pilot schools and kura have some flexibility as to when they start to engage with the new subjects.

Can all schools have access to the pilot materials (for Maths) or be invited to workshops where we share the material, so we can have a look?

Our pilot planning workshops will be attended by a representative from each subject for each pilot school. However, we will be sharing material as the pilot year progresses to build understanding across all schools in the lead up to the full implementation of Level 1 in 2023.

In 2022 will it be possible to assess to one of the new standards, without being a pilot school?

Only schools accepted into the pilot for 2022 will be able to assess students using the new level 1 standards

If doing a pilot can a school choose to just pilot one standard rather than the whole suite of standards?

For 2022, NCEA level 1 students will need to meet the current requirement of 80 credits. Pilot schools will be required to offer all 4 standards for each pilot subject, including both externals. Schools will need to ensure students enrolled in pilot subjects are offered sufficient credits across their programmes of learning.

If we wanted to express our interest to be a pilot school for Health Ed (home economics), do we have to trial all 4 Standards? or can we just choose 1?

Pilot schools will be required to offer all 4 standards for each pilot subject, including both externals. Schools will need to ensure students enrolled in pilot subjects are offered sufficient credits across their programmes of learning.

If we pilot for level 1 in 2022, does that mean we will continue piloting for levels 2 and 3 going forwards into 2023 and 2024, so that students stay in one system, rather than going into the new system in 2022 and back to the old system for level 2 in 2023?

Schools who choose to pilot level 1 in 2022 are strongly encouraged to continue piloting levels 2 and 3. We will check in with level 1 pilot schools to confirm level 2 pilot preferences as next year progresses.

If we are to act as a pilot school for our subject area of Health (home economics) do we have to run the pilot programme for both Health and Home Economics or can one area just operate under the pilot in 2022?

Health Education (with Home Economics) is now a single subject. The full Learning Matrix and all Achievement Standards would need to be piloted.

Is it still possible to become a pilot school for 2022?

Absolutely! Please see the information here: <https://ncea.education.govt.nz/expressions-interest-2022-pilots>

Literacy & Numeracy

Accessibility: How are students with dyslexia being catered for with the new literacy requirements? will they be allowed to use technology (e.g. voice to text software, e pens) which is how they access the curriculum now?

The standards and assessment are being designed to be inclusive where possible and take into account the diverse range of learners who participate in NCEA. As with other assessments, Special Assessment Conditions will be available and communicated explicitly with the standards. These will be confirmed for next year's opt in pilot and communicated to participants.

Pāngarau me Te Reo Matatini CAA: will these be offered/written with dialectical differences in mind? i.e.: te reo o Te Tai Tokerau?

items are being constructed with dialectical differences in mind and will set out dialectical alternatives or be in English where appropriate. Regarding responses, dialectical differences will be allowed.

If students start the current numeracy unit standards in 2022 but don't finish them can they finish them in 2023 when the new numeracy standards are active?

No - learners will need to complete the current Unit Standards prior to 2023 to meet the requirements of the current qualification. From 2023, they will need to meet the requirements of the new qualification i.e. the new Standards. More information can be found here: <https://ncea.education.govt.nz/understanding-how-ncea-requirements-are-changing>

What will literacy look like for Year 9 and 10? Will we have a place for speeches at this and higher levels?

Ultimately it is up to each school to decide their local curriculum, including how they will support their learners in strengthening their literacy skills at Year 9 and 10. However, we know that literacy and numeracy instruction works best when embedded across the curriculum and not just in English and Maths. We therefore encourage all teachers to engage with resources, tools, and PLD so that they can upskill themselves and become more confident at recognising the literacy and numeracy learning that is found across subject areas, and actively develop learners' skills. We also recognise that literacy and communication is much broader than what is assessed through the standards and that skills such as oral communication (for example, through delivering speeches) can be

With every credit equal to 10 hours of teaching and learning, and the literacy and numeracy now sitting outside of English and Maths (and other subjects) credit load. Where should the 100 hours of teaching and learning for literacy and numeracy come from? Will it overlap with 200 hours for each subject (based on 20 credits) or should schools be looking at this as on top of the teaching and learning for other subjects?

Pilot: If we are part of the Literacy and Numeracy Pilot:

- 1. Can my 2022 Year 10 group achieve this qualification before meeting all the other changes in 2023?**
- 2. For Numeracy, will there be separate tests for Number, Measurement, Statistics etc or will there be one assessment covering all areas?**
- 3. Is NZQA intending to produce exemplar Lit and Num assessments so that teachers can see what these will look like?**

Assessment: Is the literacy test going to be a test (like a digital PAT test might be) OR is it going to be a task where students are asked to write something. And if the latter, would it be over a series of days or in one hit?

included across the Curriculum. Other components of literacy are also recognised across new Level 1 Achievement Standards. For example, English 1.2 includes delivering a verbal response to a text.

As part of the current NCEA 80 credit qualification, there is a requirement for 20 credits to be from the literacy and numeracy rich Achievement Standard list, or a specified package of Unit Standards. With the change to a standalone package of mandatory standards, we acknowledge that any specific literacy and numeracy instruction will now be in addition to other Assessment Standard-focused learning. This does, however, reflect that the skills and knowledge described in the literacy and numeracy standards are critical to engage with the wider curriculum. It is also important context that under the changes NCEA Level 1 becomes a 60 credit qualification, in recognition of the 20 credit standalone package for literacy and numeracy. As a final clarification, the 10 hours per credit guideline includes all notional learning time such as directed learning, self-directed learning and time spent in assessment. Ultimately it is up to each school to decide their local curriculum, including how they will support their learners in strengthening the literacy and numeracy skills of their learners - noting the evidence that literacy and numeracy instruction works best when embedded across the curriculum.

1/3 Cohorts are able to sit the literacy and numeracy | te reo matatini me te pāngarau pilot without participating in other NCEA pilots and you will still meet the qualification requirements for literacy and numeracy. More info on this can be found here: <https://ncea.education.govt.nz/understanding-how-ncea-requirements-are-changing>

2/3 There will be one Common Assessment Activity for numeracy that covers the range of process and content ideas set out in the learning matrix.

3/3 The key documents for you to engage with are the learning matrices, standards, and unpacking documents that can be found on NCEA.Education. We have also released sample assessment items so you can get an understanding of the platform and the types of questions that may be asked. These are on in the literacy and numeracy section of NCEA.Education in the pilot tab. NZQA are still confirming other supporting documents that will be available for the assessment. This is likely to be in the form of detailed marking reports, so that you can get a sense of the types of items and where learners' strengths and weaknesses are.

Literacy will be assessed through a digital Common Assessment Activity (though schools can opt-out to use a paper option instead if needed). There are a mix of question types, e.g., multiple choice, as well as long answer (for Writing). The CAA is designed to be completed in one sitting. You can take a look at the assessment specifications and some sample tasks we have created for this year's pilot schools, here: 2021 Pilot | NCEA (education.govt.nz)

Assessment: What happens if students do not get up to the level to achieve in the writing standard? Is there an opportunity for a re-submission?

Learners will be able to re-sit the standard as many times as they need to and once the new standards are fully implemented, there will be multiple assessment opportunities year-on-year. The intention behind having multiple opportunities is to ensure that learners are able to sit the standards when they are ready, which may differ for different learners. We expect that teachers and whānau will use tools and make judgements as to when a learner is ready. We discourage submitting students for the assessment repetitively without learning taking place in between and without an understanding that the learner is ready.

Assessment: When will the literacy assessments be available online?

The Common Assessment Activities will be released to pilot participants on 20-24 of September during the assessment period. Following the assessment, we will be releasing information on the assessment to support teachers and learners for the assessment next year, although the specific pilot CAAs will not be released.

Assessment: Numeracy at Level 4/5: Do students need to sit all three CAA's (and pass it) in order to get their 10 credits? Or can they get their 10 credits after they pass one of the CAA?

The new standards form a 20-credit package that are a co-requisite to NCEA. To achieve the co-requisite, learners will need to pass either Literacy (5 credits Reading + 5 credits Writing) or Te Reo Matatini (10 credits) AND either Numeracy (10 credits) or Pāngarau (10 credits). So if a learner in English-medium decides to meet the co-requisite using the Literacy and Numeracy standards, for example, they would need to complete three CAAs - for Reading, Writing, and Numeracy, respectively. They will be awarded 5 credits when they pass the Reading standard, 5 credits when they pass the Writing standard, and 10 credits when they pass the Numeracy standard.

Assessment: Will the numeracy unit standard need to be sat over specific dates or will it be 3 logons a year for each student?

While the final details of the assessment are being developed, it is likely that each assessment opportunity for the Common Assessment Activities will provide you with a window of time (e.g., a few days) during which the CAA can be completed. There will be multiple assessment opportunities year-on-year once the standards are fully implemented, however, we will provide detailed and definitive guidance closer to the time.

Assessment: Numeracy CAA (unit standards): Will this be modular in any way, or do they have to pass the entire thing in one sitting?

The CAA will need to be completed in one sitting for each standard. However, there will be no limit on the length of the sitting.

Assessment: are there draft/example numeracy assessments available? If not, when will they be available?

Sample tasks for this year's pilot of the Common Assessment Activities can be viewed here: <https://ncea.education.govt.nz/2021-pilot>

Assessment: Why has it been determined to have only one assessment for Numeracy? When Literacy has 2?

These decisions were made on the advice of our Technical Advisory Groups (one for NZC and one for TMOA). Te Reo Matatini, Pāngarau, and Numeracy each consist of one, ten-credit standard, while Literacy is made up of two, five-credit standards. Our experts advised us that while the reading and writing skills are interlinked (and teaching and learning should reflect this), reading and writing should be assessed separately in Literacy in order to get an

accurate picture of learners' abilities in each, and scaffold those skills appropriately. Numeracy is worth 10 credits and interweaves a range of process and content ideas (as set out in the Learning Matrix).

Assessment for the Reading, Writing, and Numeracy standards are designed to take the same amount of time (approx. 60 minutes for each of the three standards) though learners may take more time than this if required.

Assessment: What is the pass rate for the numeracy and literacy tasks? - to clarify, what percentage do you need to get right to get the 10 credits for num/lit?

We do not yet have guidance on how many correct answers in an assessment will meet the standard. However, enough evidence will need to be provided by a student to provide assurance that the outcomes of the standard have been met.

Do students have to do Level 1 maths if they have passed numeracy in a previous year?

There are no compulsory subjects within NCEA. It is recommended for students to do a well-rounded NCEA with subjects from a range of the Learning Areas so that they are getting a broad, foundational Level 1, but schools have the autonomy to set their own recommendations and requirements for students. It is also worth noting that while related, numeracy is not the same as Mathematics and Statistics in NCEA Level 1. It is intended that numeracy is covered across Learning Areas and not just in Mathematics and Statistics classes.

Learning Area – Materials and Processing Technology

MPT – General

For the implementation of the 2020 new DIT Curriculum, while there was an official pilot for the new NCEA Standards, schools were able to use the Standards for NZQA reporting prior to 2020 to help them prepare. Will these 2023 Standards be able to be used and reported to NZQA by all schools in 2022 as part of our preparation for 2023?

No, there will not be a cross-over year as there was when the last Digital Technologies Achievement Standards were introduced; with the significant numbers of subjects at each level, this simply isn't feasible. Schools that take part in the Level 1 pilot in 2022 for particular subjects will use all of the new standards from those subjects. Information from the pilot will be used to refine the Achievement Standards and supporting material. From 2023 all existing Level 1 Achievement Standards will expire, and all schools will have access to the new Level 1 Achievement Standards.

What support and resources will be made available for developing/embedding Te Marautanga o Aotearoa into lessons?

Te Marautanga o Aotearoa, sits alongside the New Zealand Curriculum as a separate curriculum document used in Māori medium schools.

Though the question may be about mātauranga Māori – Māori knowledge or ways of understanding. The Ministry will continue to provide resources to support the introduction of the new standards as part of the Review of Achievement Standards. The Ministry is also providing funding for subject associations to support teachers in professional development around new subject content.

Is there any possibility of having area specific implement standards added to the technology matrix to enable students to develop the skills they need for the other standards?

Why can't a student do more than one Technology rich subject i.e., area specific; say, hard materials and textiles. Like the employment standards now available at L1. Having only one set of 4 tech material/process assessments tends to limit the different learning tech learning areas students an engage in. What is the overarching thinking here?

DVC: Hi there, looking at the new "design heritage" standard - it's very open and seems to allow design era/ movement but the course outlines suggest it's still focused on designers - could you please clarify this?

What happens to those students who wish to take Fabric, Food and Hard materials? It seems that we are limiting student options for career pathways at level 1.

During initial consultation on NCEA we heard from ākonga and kaiako that the volume of assessment was a real concern, and that assessment was often driving teaching and learning. Courses should focus on teaching the knowledge and skills associated with that subject. While each subject will have four standards to credential its Significant Learning, not every component of teaching and learning needs to be assessed. NCEA Level 1 remains an optional qualification for schools.

NCEA Level 1 is designed to assess a broad, foundational level of learning. Change 4: Fewer, larger standards from the NCEA Change Programme addresses over-assessment, teacher, and student workload, and ensures the significant learning, learning that cannot be left to chance for that subject, is delivered and thereby focuses on teaching and learning.

There are three Technology subjects at Level 1: Design and Visual Communication, Materials and Processing Technology and Digital Technologies. The four standards in each subject are designed to be cohesive and credential the most significant learning in that subject. Schools continue to be able to offer individual Textiles and Hard Materials courses to students. Whilst bearing in mind that a student can only achieve a standard once; they cannot gain credits for the same standard in multiple courses.

The focus of the draft Level 1 Achievement Standards is Technological Practice which encompasses the three strands of Technology. They have been designed to be applied to a wide range of contexts.

Course outlines simply provide examples of how a year-long programme might work. The standard - 92000 – requires students to respond to te whakapapa o tētahi āhuatanga o te ao Māori (as outlines in EN3) and another design heritage. This is not limited to designers only - looking at design eras or movements here is fine.

Within a cohort across New Zealand, few Level 1 students take Fabric, Food and Hard Materials Technology in a single academic year. Students can continue to follow teaching and learning programmes across these contexts, with Significant Learning being credentialed through the four Materials and Processing Technology Achievement Standards. The real shift in our thinking needs to be away from assessment and towards teaching and learning, starting with the Learning Matrix. With NCEA Level 1 being broad and foundational, students will gain well rounded educational knowledge and understanding. This will provide students with a wider range of tertiary and career options as they journey through and beyond school. Full implementation for NCEA Level 1 is 2023 with the current standards expiring in 2022. Change 7 - Keep Level 1 optional, could provide an alternative approach to Year 11. The intent of this option is to reduce assessment workload whilst enabling teachers to develop innovative approaches to teaching and learning in preparation

for specialisation at Levels 2 and 3. Being mindful that for 10 percent of New Zealand students, NCEA Level 1 will be their highest qualification.

Technology Course Outline 1: Materials and Processing (Food) why does it not include any aspects of sustainability and nutrition as related to product and development missing from a 21st Century focus?

TECH-12 Course outlines have been designed as a planning guide only and should be contextualised for students to reflect a localised curriculum. The Processing (Food) course outline illustrates teaching and learning around the theme of Manaakitanga. Aspects of the significant learning that underpins this activity would enable students to produce evidence that may contribute to assessing AS 92014, Develop a sustainable Materials and Processing Technology design.

If students are taking 2 Technology subjects how do they achieve the credits, assuming they cannot double dip a unit? MPT covers 5 subject areas for our school - Wood, Metal, Food, Electronics and Product Design. Will this allow them to get credits for each subject area? Also do they have to do all 4 units in a subject area for Achievement Standards or can they mix and match Unit Standards with some Achievement Standards?

Through the NCEA Change Programme, Level 1 is designed to be broad and foundational. There are three Technology subjects at Level 1: Design and Visual Communication, Materials and Processing Technology and Digital Technologies.

A student can only achieve a standard once; they cannot gain credits for the same standard in multiple courses. The four standards in each subject are designed to be cohesive and credential the most significant learning in that subject. Schools continue to be able to build courses that are assessed using both achievement standards and unit standards from across subjects and domains.

The NCEA Change Programme seeks to reduce over-assessment and address workload issues for students and teachers, allowing more focus on teaching and learning, through change 4 (fewer, larger standards).

In materials and processing tech 1.1 can I do this in DVC? I.e., can the outcome be a physical or digital model that can be used then to test for fitness for purpose?

Yes, a Design and Visual Communication product or spatial design outcome can be developed to meet the requirements of AS1.1 Develop a Materials and Processing outcome for an authentic context. A technological outcome can be physical or virtual, both can be tested for fitness for purpose against the requirements of the brief and specifications.

MPT – Assessment

When will examples for units of work and marking schedules be available? This is a major factor in my department deciding if we want to sign up for the trial.

Marking schedules are available for each of the exemplar activities on the NCEA website. For example, at the bottom of this page: <https://ncea.education.govt.nz/technology/digital-technologies/1/2/activity-a/teacher-resources>. Course outlines can be seen here: <https://ncea.education.govt.nz/technology/digital-technologies?view=teaching>. Further resources will be developed through the pilot of Level 1 next year.

Due to the limit of 4 assessments is it only possible for students to take one technology class at Level 1? so not Textiles and hard materials. This is incredibly limiting?

NCEA Level 1 is designed to assess a broad, foundational level of learning. Change 4: Fewer, larger standards from the NCEA Change Programme addresses over-assessment, teacher and student workload, and ensures the significant learning, learning that cannot be left to chance for that subject, is delivered and thereby focuses on teaching and learning.

There are three Technology subjects at Level 1: Design and Visual Communication, Materials and Processing Technology and Digital Technologies. The four standards in each subject are designed to be cohesive and credential the most significant learning in that subject. Schools continue to be able to offer Textiles and Hard Materials courses.

Digital Technologies 1.1: Can animation such as actionscript can be classified or included as a computer program? Is there a list of what may not be considered a computer program?

Rather than having a list of suitable and unsuitable programming languages (which may change over time) the standard focuses on the techniques the student must demonstrate and states that the language used must support the associated programming constructs. Explanatory note 2 lays out the constructs, stating that a program must:

- * store at least two types of data in variables
- * take input from a user, sensor, or another external source
- * produce output
- * use sequence, selection, and iteration control structures
- * use data stored in a collection.

The student must create the program themselves. If a particular programming language allows a student to independently create a program that includes all of the above then that language is suitable.

Digital Technologies: For a programming student - could a student program a robot to do an activity for 1.1 and be marked on the coding for this? Or would this be assessed under 1.2?

The Significant Learning can be thought of as the 'learning not to be left to chance' and ideally this will be covered in a course – even if it is not formally assessed. Ultimately schools choose what to teach and assess in courses based on the needs of their communities and learners.

Digital Technologies 1.1 and 1.2 have an exclusion on using the outcomes, e.g., you can't use the computer program for the outcome for 1.2. However, what about these scenarios... 1) a website which includes an interactive GUI form with JavaScript as a partial feature, so the rest of the website is the outcome for 1.2. Scenario 2) Creating a game in Unity where the game design and development with materials, models and assets being the outcome for 1.2, but the coding that makes it work is the outcome for 1.1?

The intent of this exclusion is so that the same piece of learning is not assessed twice. It is acceptable for aspects of a larger project to be separated and marked independently of each other using both standards to credential different skills and knowledge. In the scenarios described, if the separated pieces of the project each met the criteria of the respective standards used to assess learning, both standards could be used. What the exclusion seeks to prevent is a situation where the same piece of work (for example a basic program) is submitted to be assessed against two standards.

Digital Technologies 1.2: What does others refer to in - "using information from trialling the outcome with others to improve its fitness for purpose"

Others in this instance refers to other people. The phrase "with others" is used to differentiate trialling from testing (which the student may carry out independently). While potential users may be able to provide useful information during trialling, a student may have limited access to potential users. Others has been used to be more inclusive.

Digital Technologies 1.2 - Is print design a suitable topic for the new Developing a Digital Technologies outcome?

The unpacking of Achievement Standard DT1.2 states “A Digital Technologies outcome is developed using digital tools and may be partly physical or wholly digital.” The domain must allow students to be able to meet each criteria of the standard, so asking questions like “can the outcome be reasonably tested and improved throughout the development process?” or “can the outcome be trialled with others and improved?” can be helpful in determining a domain’s suitability. The tools and techniques employed must also be appropriate at level 6 of the New Zealand Curriculum. The standard avoids defining specific domains as new technologies are continually evolving.

DVC 1.3: Can CAD and other 3D digital modelling programs be used in the production of evidence for this standard by students?

DVC 1.3 Use visual techniques to develop product or spatial design ideas that consider people assesses evidence of learning specific to visual techniques and the development of design ideas. These are the presentation and representation skills required to present the action of design thinking, design narratives, and design outcomes.

Examples of visual techniques for spatial design include:

- * bubble diagrams
- * paper architecture
- * topographic models
- * floor plans
- * sections and elevations
- * architectural drawing systems (isometric, planometric, perspective etc)
- * rendering
- * tracing.

Examples of visual techniques for product design include:

- * rapid sketching (crating and outlines)
- * drawing systems (isometric, oblique, planometric etc)
- * design variations and views
- * rendering
- * photo-montage
- * tracing.

This work can be completed both in analogue and digital formats, and therefore allows for the use of CAD and other 3D modelling software. It is important to recognise that the development of design ideas is a focus of this achievement Standard.

1.3 will be assessed at the end of term two. However, we feel this makes it very limiting for developing courses. Could there be two assessment dates? e.g.,

The date proposed for the assessment of 1.3 are provisional and the Ministry welcomes feedback on this. Please be aware that the Ministry wishes to avoid a large assessment cluster at the end of the year and so each SEG has been guided to place externals at separate times of the year.

End of term two & term 3.

Is page validation for web design assessments sufficient evidence of testing?

92005 – Develop a Digital Technologies Outcome requires students to provide evidence of testing for Achieved. Evidence of validating a web page could be one example of that. However, for higher grades the student would need to show evidence that they have used information from testing to improve the outcome throughout the development process.

MP 1.3 and 1.4 CAA: Is there any more information available about the potential format or nature of this assessment? Thanks.

At this stage it is proposed that 92014 – ‘Develop a sustainable Materials and Processing Technology design’ (MP1.3) will be assessed with a curated portfolio of student work, submitted at the end of the year, and that 92015 – ‘Test materials and techniques to use in the development of a feasible materials and processing outcome’ (MP1.4) will be assessed with a common assessment activity (CAA). A CAA is essentially the same as a common assessment task (CAT) in which students are required to respond to a given stimulus. CATs have been used as assessment methods in Digital Technologies previously.

All of the details around these assessments are yet to be determined and will be worked through with NZQA after public consultation closes.

Digital Technologies 1.4: (AS 95007 – EXTERNAL): for Excellence it says "Justify, with evidence, the design's fitness for purpose." Does this mean provide justification AND evidence i.e., written AND image/video - or is image/video evidence sufficient? - does the justification have to be an explanation?

The intent here is that the justification of fitness for purpose must be explicit – this demonstrates higher order thinking – but does not have to be presented in a written form. The justification of the design's fitness for purpose could be presented in a number of ways, for example a student may choose to voice-over a video recording of their outcome. The unpacking of the standard on the website provides suggestions for ways students may think about fitness for purpose (<https://ncea.education.govt.nz/technology/digital-technologies/1/4?view=unpacking>)

Technology 92014 requires a digital creative portfolio for submission what does this look like? Does this lend itself to subjective marking around the actual creative and the presentation of the portfolio as opposed to content. Is this accessible to all students where access to digital devices is limited.

A digital creative portfolio captures a student's creative output. It is accompanied by annotations or narratives that describe the ideas and design practice behind the creative work. The intent is not to assess how well the student presents their work. The intent is for a student to present their best evidence concisely. Options for submission would be provided to take into account of resourcing issues.

The CAA for Technology 92015: will this be an open book adding photo graphic evidence etc? Will they use their own practice, or will this be a common scenario? Can they voice activate their understanding?

The CAA open book specifications, for AS92015, are where students make selections from their own work to bring into the examination. This can include photographic evidence and short video clips. Students will be submitting evidence for the CAA that is derived from their own work. They will not be using a common scenario. Specialist assessment considerations remain an option for all students.

Materials and Processing Technology 1.4: Test materials and Techniques is likely to be assessed as a

The CAA open book specifications, for AS92015 Test materials and techniques to use in the development of a feasible materials and processing outcome, are where students make

common assessment activity. Can we have some more clarification as to what this will look like. The course outlines have the standard incorporated into a project during the year, but the assessment activity is at the end of Term 3

Materials Technology Standards, Merit in all standards is focused on feedback and responses to feedback. Excellence in all standards is based on reflection and evaluation. This limited range of skills determines student grades rather than ability in designing and creating solutions to needs how is this justified?

selections from their own work to bring into the examination, this can include photographic evidence and short video clips. Students will be submitting evidence for the CAA that is derived from their own work. During the assessment opportunity students will provide responses to questions based on work they have carried out up to that point. Evidence for the assessment can be gathered through practice during terms 1 and 2 prior to the activity taking place.

There has been a robust process for the development of Achievement Standards by the SEG and MoE, whilst considering the Technology Curriculum. The intent of the requirements for Merit and Excellence across the Materials and Processing Technology achievement Standards is to ensure parity between the standards. As well as the demonstration of increasing depth, understanding and higher order thinking in terms of the creative process, rather than adding to the amount of content required. Thereby considering and reducing teacher and student workload

Learning Area – Social Sciences

Social Sciences – General

Media Studies: With Level 1 media studies axed do you see a film making and or animation context level 1 course being able to be developed using another subject's course, i.e.: English or Visual Arts, and if so where does it best fit?

It is important to delineate between course design and NCEA assessment. While the disciplinary knowledge and capabilities involved in animation or film-making are not significant learning in English, students may study film and animation as texts or use moving image as a way of presenting evidence for either of the two internal Achievement Standards. The skills needed to produce moving image may be gained in other courses, such as Technology or Visual Arts, or in an integrated course that draws on the significant learning from across these subjects.

Social Sciences: What will the externals look like in Social Science (History/Geo/Commerce) oral, written, portfolio. interpretative dance?

The externals across the Social Sciences will be in a range of formats. You can find details of how externals are assessed in the unpacking tab of the externals for each subject. For example, for Geography 1.3 you can find the format of the assessment here: <https://ncea.education.govt.nz/social-sciences/geography/1/3?view=unpacking>

Social Sciences: Would it be possible to combine internal assessments from different subjects under the Social Science umbrella in one course? For example one internal from Social Studies, two from History and one from Geography. Would students be able to gain a subject endorsement from such a course? Or would they need external assessments?

When the new Achievement Standards are fully implemented in 2023, schools will continue to have the flexibility to design courses to meet the needs of their ākonga. A carefully designed course that incorporates more than one subject is possible as long as it coherently incorporates the significant learning from the learning matrices of those subjects. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Social Sciences: We currently run a class at Level One called Social Justice Studies. It offers 2 internals - one is a social studies standard, one is art history, and two history externals. What will happen to courses like this that are very theme based. We have the theme and learning and then find assessments to fit. Will we still be able to do this?

Social Sciences: Why is the definition of 'perspectives' different across social sciences? Why is it not the same in History, Geo, and Social Studies?

History

History: in Level One history there is a strong focus on primary sources and secondary sources are not really mentioned. Will there be a focus on secondary sources in Level 2?

For Pilot schools do they only have to use the assessment activities or must they also use one of the three entire course outlines?

History 1.2: are pilot schools obliged to only use the presentation options given or can they present in any format they choose?

History: There are just 2 suggested resources for the Level One History unit on Parihaka. They are both resources created by Pākehā men (Tim Finn and Vincent O'Malley). Does the Ministry think that this is helpful in encouraging kaiako to work towards mana o rite, to be bi-cultural and tell local histories?

History: in the Level One History activities many Māori concepts are given definitions for the purpose of the assessment. The definition of Mana Whenua includes the words "power" and "authority". Will the Ministry

When the new Achievement Standards are fully implemented in 2023, schools will continue to have the flexibility to design courses to meet the needs of their ākonga. A carefully designed course that incorporates more than one subject is possible as long as it coherently incorporates the significant learning from the learning matrices of those subjects. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

In the development process of the new assessment materials the Subject Expert Groups were encouraged to take a subject specific approach. Further consideration will be given to whether greater consistency might be achieved across subjects within Learning Areas.

The 1.1 Achievement Standard for History requires students to engage with primary sources to embed what the Subject Expert Group considered to be a foundational skill and strengthen research skills of ākonga at this level. It is likely that secondary sources will be introduced at later levels.

For the purposes of piloting the new achievement standards it is important to use the assessment activities provided. However, the course outlines are indicative only and do not mandate any particular context or approach for piloting. Their purpose is to exemplify how a course might be designed using the significant learning from the Learning Matrix

For the purposes of piloting the new assessment materials it is important that pilot schools keep to the 1.2 presentation options offered. With full implementation in 2023, kura and schools are welcome to develop their own assessment activities.

There are four suggested resources in the Parihaka section of course outline 1. The other two resources are 'Honest murderer: the story of John Bryce' an RNZ podcast and Tātarakihi – The Children of Parihaka directed by Paora Te Oti Takarangi Joseph. Perhaps the most effective lever for mana ōrite and biculturalism is the significant learning down the left-hand column of the course outline which includes learning such as

Explore the ways that power has been exercised in the past, including the diverse experiences and effects of power.

consider widening the definition to include "responsibility for and relationship with the land"?

History: Within History 1.1 - Does the focus need to be on Primary sources? Are we expected to teach Primary and Secondary Sources and then have the students only use Primary Sources in their assessment? Confused regarding thinking behind not having Primary and Secondary Sources in History 1.1 - especially as we are getting them to think as Historians and different bias.

Achievement Standard 1.1 for requires History students to engage with primary sources to embed what the Subject Expert Group considered to be a foundational skill. The teaching and learning which drives the assessment may include learning around types of sources and their nature, including secondary sources. It may involve some historical research which includes the gathering of both primary and secondary sources; however, the Achievement Standard specifies for students to engage with primary historical sources in context.

Commerce

Our Business Studies teachers are looking at the Commerce L1 standards on the NCEA website. Are the 4 standards there currently focussed on finance just examples? Are there more assessments/standards coming on other topics - e.g., Marketing?

The standards that have been published on the Commerce L1 page are the standards that are proposed for the new course. They are intended to cover a range of the skills from across the specialties, and topics such as marketing can easily be built into the teaching and learning programmes that will be assessed by these standards. Please refer to the Explanatory Notes where some of these different applications are noted.

How/where can we give feedback on the 4 Commerce standards for assessment? We do not believe that only these 4 standards are enough for all Commerce subjects. We believe more need to be available for choice.

Feedback on the standards is welcomed via the survey on the NCEA.Education website. The feedback will be used to further refine the standards in preparation for the pilot next year.

Will there be requirements for which standards the students are entered into? i.e. Will students have to sit BOTH the internal and external? Or will this be optional?

For the pilot year, schools that are teaching the new Level 1 Commerce subject will need to assess all four standards. Following full implementation, schools can choose to shape their own courses, using any combinations of standards that are appropriate. The focus is on crafting coherent courses of teaching and learning, the standards are there for credentialing the learning

What do the externals look like in commerce? How many credits do students need to pass a course? Is it 10 credits, one external and one internal?

External assessment specifications will be published around October this year. The proposed assessment approach, which gives a broad outline of the form and timing of external assessments, can be viewed under the 'Unpacking' tab for each standard on [The new home for NCEA | NCEA \(education.govt.nz\)](#). At the moment we are able to share that Commerce 1.3 is likely to be assessed by an examination and Commerce 1.4 will likely involve a common assessment activity earlier in the year.

While there is no 'pass' rate for individual courses, the requirements for course endorsements can be found here: [Course Endorsement Guide » NZQA](#).

Commerce 1.3 - Is the intention for this to be very Economics focused? Also what is the difference between a flow-on effect (for merit), a consequence and an implication (for excellence)?

Commerce 1.1: 800 words doesn't seem sufficient for the work that is required. Is 800 words just a guide? How is the new 1.1 better or different to the current 1.6 for Accounting? For 1.2 - are students required to prepare their own income statements and balance sheets? What are the economic models? What linkage is there to the big ideas for 1.2? For 1.4 - do we need to teach all four of the Commerce models for the common assessment?

We are concerned that the learning level for these standards are more like level 4 rather than 6. this raises big concerns over how ready our students will be at level 2/3 in each subject. over 70% of the comments from Commerce stakeholders has been against combining into one subject with no discussions on how the ministry could meet halfway.

For Commerce new course how many credits are students to have at the end of L1? Just wanted to see how many internals and externals the students are expected to have done?

How will the rights and responsibilities (minimum wage, relevant consumer legislation, health and safety) be assessed?

Commerce 1.3 does have more of an Economics and Business emphasis in terms of the significant learning that it credentials. In the Merit criteria the flow-on effects are the consequences and impacts of an event. At Excellence, students are required to look at the wider consequences and implications of these flow-on effects, rather than the event.

The guide of 800 words is intended to ensure that there is equity between the subjects for similar assessment styles. It will mean that students need to be more succinct in their answers than we are currently used to. While there will be similarities between the existing standards and the new ones in some cases, it is not intended for them to be direct replacements as the new ones incorporate ideas from a range of existing subjects. The list of some possible examples of models have been listed in the Explanatory Notes, but it is not intended to be an exhaustive list. For 1.4, students need to have some familiarity with various models, but the important part will be applying a model to show their understanding.

Thank you for the feedback about the curriculum level. This is something that will be carefully looked at by the team during the review following feedback. We have also noted your suggestion of two subjects and will add that to the subject list feedback that is currently being called for. You can also submit feedback on the proposed Levels 2 and 3 subject list here: <https://ncea.education.govt.nz/have-your-say>

All Level 1 NZC subjects being developed in RAS will have four Achievement Standards totalling 20 credits, with two internally assessed and two externally assessed. If using the whole package for Level 1 Commerce, students will have 20 credits available to them. Schools are able to create their own courses of coherent learning and choose which standards they use to credential it, including how many credits their learners will be offered. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

These are very important areas of significant learning that should be part of a cohesive teaching and learning programme for students. Not every piece of significant learning needs to be explicitly assessed, but they could be referenced in various standards as part of the evidence of learning.

How many times a year will the external assessment opportunities be offered in Level 1 Commerce? What will the format be e.g., an exam or portfolio?

External assessments, whether examinations or other forms, are assessed once. Indicative timing of non-exam forms of external assessment is outlined in the Unpacking section for each external standard on [The new home for NCEA | NCEA \(education.govt.nz\)](https://www.education.govt.nz/ncea/). More details on timing, submission and other details of external assessments will be published in the external assessment specifications in October this year.

Religious Education

Are the External assessments in Religious Education prescribed to a certain time of the year? For example, 1.2 and 1.4 are the Externals. Is 1.2 at the End of the Year or is 1.4?

The external assessments for Religious Studies are at specific times during the year. 1.4 is a Common Assessment Activity that is assessed towards the end of Term 2, 1.2 is assessed with an external examination in Term 4.

Learning Area – Mathematics & Statistics

Mathematics and Statistics - General

Mathematics and Statistics: Is the learning matrix our ONE go-to resource or do we use this in conjunction with the "unpacking the standards" for mathematics on the old NCEA website and the AOs on the TKI website?

NCEA.Education.govt.nz will be the home base for all NCEA information; however, kaiako may continue to use TKI to support their understanding of the concepts within the Learning Matrix.

Mathematics and Statistics: Will the standards come with similar clarifications for stats as they do now (i.e., must state median and FULL population or NA?)

In the teaching and learning of statistics, it is important for students to understand the importance of knowing the population they are exploring, but at Level 1 for the assessment it was felt that students need to have a bigger view of the whole process. Please refer to the standard to see the points that will be required.

Mathematics and Statistics: the details of the external standards are very vague, even in the "unpacking" section. When will exemplar assessments be made available?

Final external assessment specifications are due to be published by the end of October. Sample assessments and other supporting materials will be released to pilot schools progressively through 2022.

Mathematics and Statistics: can students move on to the next level by passing the two 5 credit Internals or do they need at least one of the Externals?

The subjects have been designed to be inherently cohesive which is one of the aims of the RAS. How schools choose to create their courses based on this is their choice, as are entry requirements for higher levels. Kaiako will continue to use assessment for learning (formative assessment) as the year progresses and this should inform decisions on progression. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits.

Mathematics and Statistics: In the SEG Maths video with Katalina Ma, Liz Sneddon, and Jim Davis, Liz

Unfortunately, some of the readings that the Subject Expert Group refer to are internal documents that have been developed to support their mahi. Others are already available

mentions some great readings that she seen as part of the SEG process. Could we be given some references for these readings?

Mathematics and Statistics: In Maths Big Idea (process) starting with “critical thinking” it refers to “statistical generalisations”. Can these be defined please? How is a “statistical generalization” different to a statistic, or an inference?

Mathematics and Statistics: Is Excellence in Mathematics going to remain about making “contextual” links and written communication of reasoning/understanding, or is there going to be an increase in focus on making mathematical connections and insights?

Mathematics and Statistics: There is a whakatauki in the Maths learning matrix which was gifted to the curriculum. Can you please give all teachers information on the original story that the whakatauki came from, who gifted it, where the people who gifted it were from, and what the original thoughts were about why the whakatauki is relevant to the learning area?

At present, we have 2 Statistics and 1 Probability std totalling 9cr. With the new Standards I recall seeing a Standard that requires 3 investigations worth 5 credits - how does fit in with fewer Standards and more credits?

Mathematics and Statistics - Assessment

It is important for us to know what we need to be working towards regarding the new externally assessed standards in Mathematics. When will sample external assessments in Mathematics (standards 1.3 and 1.4) be available?

online such as Rukuhia Rarangahia. Most of the messaging has also been built into the Teacher Only Day materials for past TODs please feel free to go back and review those again.

Statistical generalisations refer to things like inference, statistics, trend lines and statements made about trends seen in data.

Making connections, both to the contextual situation and wider mathematical ideas, will continue to be a key component of Excellence.

The whakatauki is taken directly from our New Zealand Curriculum document prior to 2007, and it has been part of our kaupapa for quite some time. We are working on getting some further background information.

While the standard requires three different styles of relationships within the overall investigation, the requirement is just one overall investigation. Within that, three different styles need to be covered. This means that students are more free to explore the data without having the constraints of only looking at one particular style, such as bivariate or probability. The intention is that this will be slightly bigger than the current expectations of an investigation, but not as large as completing three separate investigations for all three styles.

Final external assessment specifications are due to be published by the end of October. Sample assessments and other supporting materials will be released to pilot schools progressively through 2022.

Will any of the new maths standard exams be non-calculator? I assume if any it can only be the new 1.4 exam?

None of the new Achievement Standards have been designated as non-calculator assessments. Minor numerical errors should not impact on a students' overall achievement and therefore, having access to calculators is useful.

Can you please provide some guidance on whether re-subs and re-sits will be allowed in the Mathematics internal assessments?

Schools may offer a resubmission opportunity to students only when a minor error prevents them from reaching an 'Achieved' grade. You can learn more about the changes that took effect February 2021 here: [Change to resubmission rules from 2021 onwards » NZQA](#)

Will the statistics/probability internal be a project or a portfolio-based assessment?

To show the required evidence for the statistics and probability internal assessment, students need to be able to collect and work with data to meet the requirements of the standard. The sample assessment activities, which will be used by the pilot schools next year, give an indication of how this can be done. These can be seen here: <https://ncea.education.govt.nz/mathematics-and-statistics/mathematics-and-statistics/1/1?view=activities>

Statistics 1.1: it says in your information that students can collect data from the internet. Does this include students finding and using a pre-existing data set?

The intention of 1.1 is for students to be involved in the data collection process so that they have an understanding of factors that can influence data and investigations. This means that they can extract data from a wider data set as part of their investigation, as long as they have been involved in collecting data somewhere in the process. Note that sampling is not part of the standard. The aim is for students to work with data that is appropriate for them and they understand management of variation in collection.

1.1 (Internal): How do we earn more about combining 2 styles of investigations - comparison (numerical comparison of two or more groups); relationship (between two numerical variables); time series & experimental probabilities. We also need to know how to unpack the new probability modelling framework SWAMTU.

The current teaching and learning around the styles of investigation is not changing. The additional learning will be around using one data set for several types of investigations. You can practice this by using data sets from Census at School. Also, we understand that the probability modelling framework SWAMTU is new to many teachers and we are working to make sure that resources for unpacking it are available to you.

Maths 1.1: If students pose a problem--for example regarding attendance and credits gained at school versus ethnicity-- and plan the investigation by identifying sources of variation, categorial and numerical variables, can we provide a dataset, say, from school data, from which the students may extract the relevant sample?

The intention of 1.1 is for students to be involved in the data collection process so that they have an understanding of factors that can influence data and investigations. This means that they can extract data from a wider data set as part of their investigation, as long as they have been involved in collecting data somewhere in the process. Note that sampling is not part of the standard. The aim is for students to work with data that is appropriate for them and they understand management of variation in collection.

Maths 1.2: it says that students must show evidence of using at least three different methods across at least two areas (number, geometry, algebra,

In the Mathematics and Statistics Learning Matrix, skills sit under the area they relate to; in your example, the skill calculate an angle sits under the area, Trigonometry. The area headings within each column show possible links and how they can be woven together in

measurement). According to the Learning Matrix, certain skills are listed under one of the areas, but with links to another area. For example, trigonometry is listed under Measurement, but "With geometry." So, if a student demonstrates the ability to calculate an angle using trigonometry, for example, would that count as demonstrating a skill in one of these areas, or both?

Maths 1.2: Does it have to be a 2 hour test? This is what all the sample assessments seem to indicate. Could it be an assignment, or a portfolio of tasks?

Maths 1.2: Sample Assessments: They seem to read as the time-based internals for the current system. Is this so or is it just a part of a portfolio?

Maths 1.2: Do students need to show knowledge of all methods of mathematics to achieve. If so does that mean that assessment but examine all methods authentically

Maths 1.3: Does. 1.3 Maths need to be assessed at the end of Term 2? Why is it a CAA and not an exam?

Maths 1.4: the quantity of the material required seems very high?

the teaching and learning. For example, if a student demonstrated the ability to calculate an angle using trigonometry, that would count as demonstrating a skill in measurement.

For internal assessments, the given assessment activities are simply examples of how they could be assessed. This does not mean that they are the only way. Portfolios and longer-term projects may fulfil the requirements of the standard.

To show the required evidence for 1.2, students need to explore mathematical problems that relate to life in Aotearoa New Zealand or the Pacific. The Internal Assessment Activities, that will be used by the pilot schools next year, give an indication of how this can be done as a time-based assessment. With full implementation in 2023, kura and schools are welcome to develop their own assessment activities, including a portfolio if they choose.

For AS1.2, students need to explore mathematical problems using a range of methods (3 or more), and they need to be from at least two of the topics listed in the Explanatory Notes. A method is any of the skills or processes listed in the Learning Matrix. The methods chosen will depend on the mathematical problem(s) the ākonga is exploring. The sample assessment activities, which will be used by the pilot schools next year, give an indication of how this can be done. These can be seen here: [Explore data using a statistical enquiry process | NCEA \(education.govt.nz\)](#)

A.S.1.3 is intended to be a response to stimuli and this is best done through a CAA rather than an examination. The Subject Expert Group (SEG) tried to ensure that assessment opportunities were spread throughout the year to address student and teacher workload. All SEGs at Level 1 have worked to ensure that no more than one external assessment opportunity is scheduled in Term 4.

The 1.4 examination will draw from a range of the topics at this level of Mathematics and Statistics, as reflected in the Explanatory Notes. As this Achievement Standard covers many topics, the assessment is held at the end of year to ensure that all of the teaching and learning has been completed. This Achievement Standard covers a range of significant learning found in the Learning Matrix and supports the intention for Level 1 to be broad and foundational level

Math 1.4: The Explanatory notes conflict with the standard and course outlines for 1.4. Is probability in or out of this standard?

Thank you for spotting that there is an inconsistency here in 1.4 for us to correct. This is something that will be considered carefully following the feedback to make sure that the assessment best supports the learning of our ākonga.

Maths 1.4: Demonstrate mathematical reasoning. The explanatory notes outlines it will cover number, algebra, geometry and measurement. However, in the proposed course outline 3 it says that in revision at the end of the year, students will solve problems using the whole modelling or statistical cycles. Does this mean 1.4 is actually covering Statistics too even though the explanatory note excludes it?

1.4 does not also include Statistics. The course outlines provide you with options of ideas you might want to include in your teaching and learning. The suggestion in that course outline is that at the end of the year you may want to have projects revising all the learning of the year, as informal summative assessment.

Maths 1.4: Looking at Explanatory note 4: Does this mean that we need six methods, with three from Number and three from Measurement (for example)? Or does this mean that we are taking three or more methods across two or more domains? For example, one from Number, one from Measurement, and one from Geometry?

It is only intended that there will be three methods in total, and they need to be from at least two of the topics listed in the Explanatory Notes. A method is any of the skills or processes listed in the Learning Matrix.

Maths AS 91945: in the statement "3 or more methods from at least 2 of..." what constitutes a method? And is it 3 in total or 3 in each?

It is only intended that there will be three methods in total, and they need to be from at least two of the topics listed in the Explanatory Notes. A method is any of the skills or processes listed in the Learning Matrix.

Maths CAA: Who will be marking the CAA for maths that is proposed for the end of Term 2?

NZQA will administer the CAA. The way that the new CAA will be administered and marked is different to how the current MCAT is.

Maths 1.3 assessment: will it be digital? will it be multichoice like the Numeracy test?

A digital assessment for 1.3 has been considered and may still be an option in the long term, but to ensure fairness and accessibility, it won't be digital in the short term. It will not be multi choice.

Maths 1.3 assessments: Will this be open book? will this be with a calculator?

No, 1.3 will not be open book. Yes, calculators will be allowed in 1.3.

Maths 1.3 assessments: Will there be a choice of tasks, one stats based and one more graphs/algebra based for the CAA?

It is the intention of 1.3 that students will interpret both mathematical and statistical information.

Maths 1.3 and 1.4 assessments: when are we likely to see more examples of questions, and how long would the assessment be?

Final external assessment specifications are due to be published by the end of October. Sample assessments and other supporting materials will be released to pilot schools progressively through 2022.

Maths 1.3 and 1.4 assessments: Do they have to be at the end of Term 2 and 1.4 at the end of Term 4 or can we swap them?

The SEG carefully considered the form of assessment and the timing, and thought this was the best way to assess these standards. Every student entered for these standards will need to be assessed on the same schedule, so individual schools cannot swap the timing of 1.3 and 1.4. Feedback on all of the Phase 2 materials is being welcomed so please do submit a response for us to consider regarding the timing of these assessments through the online survey here: <https://ncea.education.govt.nz/mathematics-and-statistics/mathematics-and-statistics?view=learning>

Maths 1.3 and 1.4 assessments: Who will be marking the 1.3 and 1.4 Externals?

NZQA will administer the externals

Maths 1.3 and 1.4 assessments: Will teachers have to mark and moderate the 1.3 and 1.4 Externals before they are sent away to NZQA?

Clarification on the external assessments: AS1.3 is a Common Assessment Activity that is set and marked by NZQA, but administered by the school towards the end of Term 2. AS1.4 is an examination at the end of the year. This is both set and marked by NZQA as well.

Maths 1.3 and 1.4 assessment: will there be formula sheets for 1.3 and/or 1.4?

Any formula needed in either AS1.3 or AS1.4 assessment will be provided within the assessment rather than a separate predetermined formula sheet.

Learning Area – Languages

Languages – General

Languages: What is the difference between an external examination and an external common assessment activity? Who would produce the common assessment activity and how would it be administered?

The common assessment activity would be produced and marked by NZQA in the same way that an external assessment during the Term 4 examination period would be. The difference is that it would be administered in schools by classroom teachers and take place during class time.

Languages: Will students be able to hand in video/oral recordings for assessments?

Ākonga will be able to submit spoken language in the form of video recordings as evidence towards any of the internally assessed Achievement Standards. AS1.2 in particular provides flexibility for ākonga to choose between oral and written form of submission. External standards will be assessed online, with evidence submitted in written form.

Languages: What is the rationale for the division of how Asian and European languages are assessed?

In preparation for the Review of Achievement Standards, the Ministry reflected on whether the one sized approach to having all NCEA assessment materials exactly the same across nine languages was fit for purpose. After lengthy consideration, and bearing in mind that an

underlying principle of the review is to create a qualification that is more inclusive of diversity and more representative of both te ao Māori and Pacific values and perspectives, we did not believe that mandating uniformity from the outset was appropriate. We wanted to ensure the flexibility to consider some fundamental differences between the languages in the design process. The Ministry believes this is more equitable for all learners, ensures a greater range of voices are heard in the review process and diminishes the potential for an unconsciously Eurocentric approach to dominate. At Level 1, our assessment developers were also required to operate within guidance that only one of the external standards could be assessed in the end of year examination period. The added challenge of developing literacy in languages which do not use the Roman alphabet was a factor in the decision to propose a broad comprehension standard for Mandarin, Japanese and Korean that would be assessed in Term 4 and a writing standard in Term 3.

Languages: The languages standards emphasise that they are aimed at additional language learners NOT native speakers. Will there be standards for native speakers in a foreign language i.e. Mandarin for native speakers? If so, how would you identify a native speaker?

Level 1 language subjects have been developed to address the needs of second language learners. The Ministry is seeking your feedback on the draft NCEA level 1 subject content. Feedback can be provided through online surveys by 23rd August 2021 and will be used to further refine the materials ahead of a wider pilot in the 2022 school year.

A new subject, Comparative Language, is proposed at Levels 2 and 3 to extend and recognise those ākongā with higher levels of proficiency in a language other than English. Currently, such ākongā either present evidence against standards with an inadequate level of challenge (if the language in question is already offered within NCEA) or have no opportunity to have their linguistic skills developed or officially recognised at all. This subject also represents a way for heritage speakers of languages to have a key element of their cultural and linguistic identity valued and credentialed, connecting with one of the principles of the NCEA Change Programme to make the qualification more inclusive of a diverse range of ākongā, including Mandarin.

You can find all the resources re the provisional Level 2 and 3 subject list on ncea.education.govt.nz. The Ministry is seeking your views on the suggested changes through the online survey (Have you say - new subjects).

In the development of Comparative Language, consideration will be given to the identification of student background, for example declarations and/or assessments of competence prior to enrolment.

It seems different languages are at different stages at developing their course outlines e.g., Spanish with a 16-week programme and Japanese or French a complete 32 week.

All course outlines cover a 32-week programme. This is also true of the Spanish outline which is currently available on the new NCEA website. The course outlines are samples only and are indicative of a possible way of putting together a year's programme. They do not mandate a particular approach. Any critiques or recommendations for improvements for the sample course outlines (and any other of the draft Level 1 subject content) would be

warmly received via the online survey available here: <https://ncea.education.govt.nz/have-your-say-draft-level-1-subject-content>

Can you confirm that further discussions will be held regarding both the reading (1.3 and listening 1.4 requiring answers in both the target language and English and/or Maori. Concerns raised are that these standards will be testing two skills simultaneously.

For the European Languages, the capability being assessed in both of the proposed external standards is the student's comprehension of the language excerpt provided. As is the case with existing standards, where students respond in the target language, as long as the intent of their answer is clear, any inconsistencies will not impact the overall grade awarded. Further consideration is still being given to the exact nature of question types appropriate to these standards and any new approaches will be tested during the Pilot process in 2022. Any further feedback on the draft Level 1 subject content would be warmly received via the online survey which can be found here: <https://ncea.education.govt.nz/have-your-say-draft-level-1-subject-content>

Languages: Are there any examples already available of ways to make cross-curricular connections in the instruction and learning of additional languages?

The Learning Matrix for each language outlines the significant learning that students engaged in the study of an additional language should be exposed to in senior secondary school. The Achievement Standards and supporting documents at each level outline how that learning will be assessed. Beyond these parameters, teachers are free to develop their own programmes of study which may include reference to cross-curricular connections. Examples of more in-depth teaching and learning programmes which incorporate assessment via the new Achievement Standards will be developed as part of the pilot year for each level of NCEA. Schools commissioned to write these programmes are free to consider the inclusion of cross-curricula approaches as long as the courses they propose ensure that students are exposed to the significant learning set out in the Learning Matrix and maintain clear pathways into further study at the next level.

ESOL: Where do we find the proposed English Language standards? (formerly ESOL)

English Language (also known as ESOL) is currently assessed through Unit Standards only. As this is a Review of Achievement Standards in NCEA, these assessments are currently out of scope for the project. However, English Language (ESOL) has been proposed to become a new Achievement Standard subject as part of the Provisional Level 2/3 list. New Achievement Standard subjects which are confirmed after the consultation period will be developed on a separate timeline. The Ministry of Education will provide more information on these developments once decisions around new subjects have been made.

If the languages reading is delivered via common assessment activity in term 3, are we still going to have school exams? And if not, how do we get derived grades?

The rules and procedures for applying for derived grades are unchanged and can be found here: [Derived grades » NZQA](#). Schools are not limited to running practice exams as a means of providing evidence for derived grades.

European Languages

European Languages: What will cross curricular teaching and learning for additional European languages look like?

The Learning Matrix for each language outlines the significant learning that students engaged in the study of an additional language should be exposed to in senior secondary school. The Achievement Standards and supporting documents at each level outline how that learning will be assessed. Beyond these parameters, teachers are free to develop their own programmes of study which may include reference to cross-curricular connections. Examples of more in-depth teaching and learning programmes which incorporate assessment via the new Achievement Standards will be developed as part of the pilot year for each level of NCEA. Schools commissioned to write these programmes are free to consider the inclusion of cross-curricula approaches as long as the courses they propose ensure that students are exposed to the significant learning set out in the Learning Matrix and maintain clear pathways into further study at the next level.

European Languages: In the interact standard for European languages can students mix a spoken and written interaction form? The standard says either 300 words or 3 minutes. Could it eventually be a combination of 150 words and 1 minute 30 if the student is doing different assessment styles?

The evidence requirement for the Interaction standard in European languages is a minimum of two student-generated pieces in different contexts. The standard proposes allowing schools the freedom to decide whether those pieces will show a student's interactive ability in a spoken or written form. This does mean that, potentially, a student might submit one spoken interaction (in which that student's contribution is around 1 and a half minutes in length) and one written interaction (in which that student's evidence is approximately 150 words) as evidence of their learning. Piloting of the standard in 2022 will provide more detail about how the broadening of this assessment will work in practice.

European Languages: the interact standard requires two pieces of total evidence of either 300 words or 3 minutes of student work. Can those pieces of evidence be mixed? E.g.: 1 minute 30 of a spoken interaction alongside 150 words of text interaction?

The specifications also stipulate that "Candidates must complete their pieces for assessment independently under teacher supervision, in accordance with the NCEA Assessment and Examination Rules and Procedures." This does not preclude students being able to draft a piece and set it aside for a week or two before they redraft it for submission as long as the teacher could attest that the final piece was entirely the student's own work.

European Languages: Regarding the Spanish/French standards - Standard 1.1 states that students must respond in written OR spoken form. To what level can the teachers influence students when it comes to choosing whether to interact orally or in writing?

Teachers will have the freedom to devise their own internal assessment activities which may specify either a spoken or written mode for Achievement Standard 1.1 in French, German or Spanish if that is appropriate to the context of the task. However, the overall intention behind the broadening of the standard is to increase the accessibility of the assessment and to allow students to demonstrate the foundational interactive skills they have developed in the manner that is most appropriate to them. Teachers are expected to take their students' individual circumstances into account when designing assessment tasks.

European Languages 1.1, it states that all evidence must be submitted by video and show their face. If they are opting for the live messaging option, then

The requirement for interactions to be evidenced through video recordings in which the students' faces are clearly visible only applies for spoken interactions. All written interactions need to be witnessed by the teacher to ensure authenticity of submitted evidence. All

this would mean that you won't be able to show their screen?

European languages 1.1 and 1.2, it seems 1.1 is completely unscripted language and 1.2 is scripted language, regardless of whether each is in spoken or written form. Have we interpreted this correctly? Does that mean that if 1.2 was done spoken, then they could read completely off their script?

European languages Standards: one of the explanatory notes on the standards states "This Achievement Standard is intended to assess students for whom Spanish is an additional language." (<https://ncea.education.govt.nz/learning-languages/spanish/1/4?view=standard>). Could you please clarify what "additional language" means? Does this mean we will not be able to assess native speakers of the target language?

Spanish level 1 Course Outline: Under future plans it asks for students to be able to understand "cuando sea/tenga". Does that mean we are going to have to introduce the subjunctive at level 1? Is this realistic? Same goes for the si + present, future tense. These seem to align more closely with levels 7 and 8 of the curriculum.

Spanish internals: If the students choose to do a written interaction (1.1) and a written piece for 1.2, then they don't get to do any spoken assessment at all – why is there no enforced spoken assessment?

details concerning the Conditions of Assessment for Achievement Standard 1.1 can be found here: <https://ncea.education.govt.nz/learning-languages/french/1/1?view=conditions>

Yes, the two Achievement Standards (AS1.1 and AS1.2) have been interpreted correctly. AS1.2 does not need to be in the form of a speech. This Achievement Standard is intended to assess students' language and ideas. If spoken evidence is preferred, Ākonga may choose to read completely off their script for AS1.2.

Level 1 language subjects have been developed to address the needs of second language learners, including Spanish. The Ministry is seeking your feedback on the draft NCEA level 1 subject content. Feedback can be provided through online surveys by 23rd August 2021 and will be used to further refine the materials ahead of a wider pilot in the 2022 school year.

A new subject, Comparative Language, is proposed at Levels 2 and 3 to extend and recognise those ākonga with higher levels of proficiency in a language other than English. Currently, such ākonga either present evidence against standards with an inadequate level of challenge (if the language in question is already offered within NCEA) or have no opportunity to have their linguistic skills developed or officially recognised at all. This subject also represents a way for heritage speakers of languages to have a key element of their cultural and linguistic identity valued and credentialed, connecting with one of the principles of the NCEA Change Programme to make the qualification more inclusive of a diverse range of ākonga, including Mandarin.

Sample Course Outlines (COs) are being produced to help teachers and schools understand the new NCEA Learning Matrix and Achievement Standards. The Spanish CO on the website provides an example of how a year-long Spanish course could be constructed using the new Learning Matrix and Achievement Standards. This is indicative only and does not mandate any particular context or approach. The Ministry is seeking your feedback on the draft NCEA level 1 subject content. Feedback on COs can be provided through the languages online survey by 23rd August 2021 and will be used to further refine the materials ahead of a wider pilot in the 2022 school year.

Under current proposals, it would be possible for students to only submit written material for assessment against NCEA Level 1 internal achievement standards. Any feedback on those parameters would be warmly welcome via the draft Level 1 subject content survey which is currently available here <https://ncea.education.govt.nz/have-your-say-draft-level-1-subject-content>. In terms of developing proficiency in spoken language, the draft Learning Matrix for Spanish makes it clear that teachers are expected to design courses in which students are required to engage with and practise oral language skills. It is also a possibility that, at

Levels 2 and 3, students will be obliged to be formally assessed in spoken modes rather than continuing with the entirely open framework currently proposed at Level 1.

Spanish 1.1: it says, "may be presented in spoken or written Spanish", does that mean that they have to choose to either spoken for both OR written for both, or can they do one of each?

Teachers will have the freedom to devise their own internal assessment activities which may specify either a spoken or written mode for Achievement Standard 1.1 in French, German or Spanish if that is appropriate to the context of the task. However, the overall intention behind the broadening of the standard is to increase the accessibility of the assessment and to allow students to demonstrate the foundational interactive skills they have developed in the manner that is most appropriate to them. Teachers are expected to take their students' individual circumstances into account when designing assessment tasks

Spanish 1.1: under conditions of assessment should any spoken interactions submitted as evidence be witnessed by the teacher?

Kaiako must be able to verify the authenticity of student evidence, including interactions. If spoken interactions are chosen, kaiako should ask ākonga to record their interactions for submission. Kaiako may choose to witness spoken interactions. Interactions may also take place without the teacher's presence, with measures to ensure authenticity, including ensuring the interactions take place in real time. The student must be easily identifiable and clearly audible in the video recording. Further details on ensuring authenticity of internal assessment can be found here: [Authenticity » NZQA. Conditions of Assessment for AS1.1](#) can be found here: [Interact in Spanish about everyday topics | NCEA \(education.govt.nz\)](#)

Spanish 1.2: will we be able to give feedback on what they have given before they hand it in, like the current writing portfolios/speeches?

Kaiako are able to give general feedback to the whole class. However, ākonga should not have anyone else, including kaiako, point out errors, edit, or correct their work before handing it in for assessment. Conditions of Assessment for AS1.2 can be found here: [Use Spanish to communicate information on an everyday topic | NCEA \(education.govt.nz\)](#)

Asian Languages

Chinese 1.4 examination:

1. Will we be sending the exam papers to be marked externally?
2. Will the test condition be handwritten, or will digital examination also be available?

1. In Asian languages, Achievement Standard 1.4 is intended to be assessed in the form of a Common Assessment Activity (CAA). The common assessment activity would be produced and marked by NZQA in the same way that an external assessment during the Term 4 examination period would be. The difference is that it would be administered in schools by classroom teachers and take place during class time.

2. This CAA will be an online/digital assessment, providing an opportunity for ākonga to type characters. Paper-based examinations will be by exception. Students will be allowed to use a vocabulary list provided by the Ministry of Education.

Regarding Asian Language Interaction Activities: How many activities should students do from each topic E.g., Taonga/Ako/Manaakitanga? Do all of your interactions have to come from the same

The evidence requirement for the Interaction standard in Asian languages is a minimum of two student-generated evidence in different topics. In 2022, pilot schools will be required to select one of the three Internal Assessment Activities (such as Taonga, ako, or Manaakitanga) for each internal Achievement Standard. From 2023, teachers will be able to

topic/activity? For example: In the Taonga Activities it says, 'see the options below and video your interactions'. However, in the Ako and Manaakitanga Activities it says, 'choose at least two of the options below and video your interactions'.

We noticed that the word 'range' isn't in the glossary. We are wondering what constitutes a range of language. Also, there is no reference to what level of the curriculum the language should be at in any of the documentation that we can see.

Japanese - Phase 1 draft standards referred to 'basic' Japanese (a change from the 'simple' used currently) inferring a change to simpler Japanese. Phase 2 draft standards does not mention 'basic'. So, does this mean the level of language features/grammar expected will be the same as currently? Or simpler? If simpler, what is the new level expected? If there is a change in expected level, when could we expect to see level of language expected. I realise that revised word lists are being developed.

Japanese: "you can use resources on demand" what does it mean?

Japanese: Will the grammar/vocab list include the kanji and structures and suggestion topics for students learn?

Japanese: Vocab List Kanji: Currently there is also a chart of just the kanji for that level - will that continue?

use the published activities or develop their own activities to meet the needs of their ākonga.

Thank you very much for the suggestion to include 'range' in the subject glossary. A range refers to more than three target language structures, expressions, etc. Level 1 language standards are derived from the Learning Languages Learning Area at Level 6 of The New Zealand Curriculum: Learning Media, Ministry of Education, 2007. Vocabulary lists as a resource for external Achievement Standards will be appropriate for the Level 6 of the NZ Curriculum. More information can be found under the shared explanatory note section

For most languages, Level 1 vocabulary lists, including Japanese, will be published later this year to indicate what language features/grammar are expected in external assessments. Vocabulary list developers have conducted an initial survey through subject associations. Amendments have been made to enhance the existing vocabulary lists, for example through incorporating high frequency words related to everyday contexts, adding vocabulary which reflect mātauranga Māori, removing words that are out of scope for Level 1 etc. Words such as 'simple' and 'basic' can be subjective and have been removed from Asian languages Achievement Standards in Phase 2.

Level 1 language standards are derived from the Learning Languages Learning Area at Level 6 of The New Zealand Curriculum: Learning Media, Ministry of Education, 2007. Vocabulary lists as a resource for external Achievement Standards will be appropriate for the Level 6 of the NZ Curriculum.

"you can use resources on demand" means ākonga can listen to audio resources and read texts as many times as needed within the specified timeframe of the assessment.

Level 1 vocabulary lists will be used for the delivery of Level 1 external Achievement Standards. Level 1 Japanese vocabulary list will include high frequency vocabulary (some will be in kanji), grammar, and idiomatic expressions needed in everyday contexts. Elements on the vocabulary lists include communicative functions, verbs, nouns etc. Suggestions for topics will not be part of the Level 1 vocabulary lists. Please refer to the Japanese Course Outline for suggested topics: Japanese | NCEA (education.govt.nz).

Thank you for your suggestion. The Ministry is seeking your feedback on the [draft NCEA level 1 subject content](#), including the vocabulary lists. The feedback survey is open until 23 August 2021 and will be used to further refine the materials ahead of the 2022 pilot year.

Is there an intention to keep different Asian languages vocabulary lists/grammar lists consistent? I.e., if the word balloon is taught in Japanese, will it be taught in Mandarin too?

Consistency across Level 1 vocabulary lists is expected in areas such as inclusion of high frequency vocabulary, grammar, and idiomatic expressions needed in everyday contexts appropriate for Curriculum Level 6. Vocabulary developers will consider the nature of the target language and what vocabulary need to be included to reflect the Learning Matrix and critical perspectives at the appropriate level. A word which is commonly used in one target language may not be a high frequency word in another. Suggestions for Level 1 vocabulary lists can be provided through the survey on Level 1 material. Survey closes 23 August 2021. [Click here to get started.](#)

Japanese 1.1: it seems that interactions must be oral. Why is this different to French/German/Spanish where the interactions can be spoken or written?

In preparation for the Review of Achievement Standards, the Ministry reflected on whether the one sized approach to having all NCEA assessment materials exactly the same across nine languages was fit for purpose. After lengthy consideration, and bearing in mind that an underlying principle of the review is to create a qualification that is more inclusive of diversity and more representative of both te ao Māori and Pacific values and perspectives, we did not believe that mandating uniformity from the outset was appropriate. We wanted to ensure the flexibility to consider some fundamental differences between the languages in the design process. The Ministry believes this is more equitable for all learners, ensures a greater range of voices are heard in the review process and diminishes the potential for an unconsciously Eurocentric approach to dominate. At Level 1, our assessment developers were also required to operate within guidance that only one of the external standards could be assessed in the end of year examination period. The added challenge of developing literacy in languages which do not use the Roman alphabet was a factor in the decision to propose a broad comprehension standard for Mandarin, Japanese and Korean that would be assessed in Term 4 and a writing standard in Term 3.

Japanese 1.1: We are wondering if when it says "seeking and conveying information, ideas, and preferences" whether students have to do all of those things in their interaction to achieve? Or can it be across the two interactions? Maybe they give a preference in one interaction only?

The evidence for Asian languages AS1.1 will be a minimum of two video recordings of interactions. Regarding the content, ākongā are expected to seek and convey information, ideas, and preferences related to everyday contexts across the two recordings. It is fine to have indication of preferences in one recording, but not in the other. In addition to the content, student evidence from each interaction should also show a range of language, appropriate interactive strategies, and overall comprehensibility.

Japanese 1.2 Do ākongā type or handwrite? Can we set what type of presentation (i.e., ask for a spoken presentation only) ākongā do? Or is that taking choice away?

Ākongā should make informed decisions about their preferred forms of evidence in consultation with their teachers. Kaiako can encourage ākongā to try a different presentation format but are discouraged to mandate what type of presentation ākongā should undertake. Consideration should be given to the strengths of individual students, and resources available to them. The assessment schedule for AS1.2 applies to any oral, written (typing or handwriting), or mixed form of evidence submitted.

Japanese 1.2: For both the spoken and written evidence, does the teacher give any feedback to

Kaiako are able to give general feedback to the whole class. However, ākongā should not have anyone else, including kaoako, point out errors, edit, or correct their work before

students on drafts before they submit? If so, what type of feedback is allowed?

Japanese 1.2: Presentation. 1-2 minutes is quite a difference in terms of time length suggested. Can a student get Excellence from just one minute? Is it the thought that quality is more important than quantity?

Japanese 1.2. Feedback - thank you for the clarification that kaiako can give general feedback to the whole class, and not individually. What about Te Kura (The Correspondence School) ākonga? Our ākonga are working on personalised programmes and do not do the internal assessments at the same time as each other. So, we can't give general class level feedback to the whole class at the same time.

Japanese 1.3: Will the vocab list be provided digitally, or in paper form? Will it be Japanese/English and English/Japanese? Or just one of those? If so, which one? If digitally, is it searchable? Will the vocab list be the same as for 1.4?

Japanese 1.3: Are the students allowed to answer in Japanese? are they only allowed to answer in English or Te Reo?

Japanese 1.3: can the resource booklet be on paper so that the students can write on?

Japanese 1.3: How many times can students listen to the listening texts each?

handing it in for assessment. Conditions of Assessment for AS1.2 can be found here: [Use Japanese to communicate information on an everyday topic | NCEA \(education.govt.nz\)](#)

Due to differences among the three Asian languages, the proposed length is between one and two minutes for spoken evidence. A student can obtain Excellence if the evidence has met the required criteria. Quality is more important than quantity. Students need to use the target language to communicate on an everyday topic using appropriate language up to and including Level 6 of the New Zealand Curriculum or equivalent.

For students who are enrolled in personalised programmes, feedback can be provided to them. However, ākonga should not have anyone else, including kaiako, point out errors, edit, or correct their work before handing it in for assessment. Conditions of Assessment for AS1.2 can be found here: [Use Japanese to communicate information on an everyday topic | NCEA \(education.govt.nz\)](#)

Level 1 vocabulary lists for most languages, including Japanese, are under development at this stage in the form of target language to English. The Ministry is considering the benefits of including an English to target language list. Level 1 vocabulary lists will be published in a PDF document on [NCEA.education](#) later this year. The PDF files are downloadable and searchable. For Asian languages, the same vocabulary lists will be used for AS1.3 and AS1.4. Suggestions for Level 1 vocabulary lists can be provided through the survey on Level 1 material. Survey closes 23 August 2021.

Level 1 language subjects have been developed to address the needs of second language learners, including Japanese. AS1.3 is intended to assess students' comprehension of multi-model resources (aural, written, and visual) in the target language. This standard does not assess students' ability to produce responses in the target language. Students are only required to answer questions in English or te reo Māori.

Asian languages AS1.3 and AS1.4 will be assessed online/digitally, providing an opportunity for ākonga to type answers. Paper-based assessments will be by exception. Ākonga can request to sit paper-based assessments.

"you can use resources on demand" means ākonga can listen to audio resources and read texts as many times as needed within the specified timeframe of the assessment.

Japanese 1.3 Please do explain the rationale of Listening and Reading combined for Asian languages?

Asian languages AS1.3 is intended to be a multi-model problem solving assessment. It draws from the pedagogy of task-based language teaching and requires ākonga to use authentic resources (aural, written, and visual) to solve problems. The unpacking of AS1.3 can be found here: [Show understanding of Japanese related to everyday contexts | NCEA \(education.govt.nz\)](#)

Japanese 1.3 and 1.4 - vocab list. When the students are doing the CAA and external is the vocab list on screen? Or in paper form? Or will students have access to either? I know it will be able to be downloaded from NZQA, but what happens during the actual assessment?

The provision of vocabulary lists during external assessments is one of the details of the assessment specifications which are currently being developed by NZQA. External assessment specifications will be published in October this year. The Ministry is seeking your feedback on the draft NCEA level 1 subject content (available here: <https://ncea.education.govt.nz/have-your-say-draft-level-1-subject-content>). Feedback on vocabulary lists can be provided through online surveys by 23rd August 2021 and will be used to further refine the materials ahead of a wider pilot in the 2022 school year.

Japanese 1.4 - We understand ākonga will answer digitally, with handwriting being the exception. However Explanatory note 5 states that character formation is an example as an inconsistency that affects overall communication or clarity of message. Does this imply handwriting, or does this refer to inconsistencies made in typing?

In Asian languages AS1.4, EN5 applies to both digital and paper-based assessment. Inconsistency refers to mistakes or imperfections which affect overall communication or clarity of message. Mistakes may come from typos or wrong formation of characters through handwriting.

Japanese 1.4 Explanatory Note 3. Sentence types - simple, compound, complex are mentioned. What is the definition of 'simple', 'compound' and 'complex' for Japanese Level 1?

In Japanese, simple sentences are usually short sentences, containing a subject, an object, and a verb (SOB structure). Simple sentences can also be formulaic or idiomatic expressions. Compound sentences usually include clauses or conjunction words. Complex sentences often involve qualifying details to express multiple actions or states using additional grammar features in one sentence, for example going to a place to do something.

Japanese 1.4. Is there an expected total length (across all the student's answers) in kana?

Asian languages AS1.4 is intended for ākonga to produce short answers in target language characters in two sections with the support of a vocabulary list. There is no expected total length in kana at this stage. However, there are suggested numbers of sentences for section one. In section one, ākonga will be presented with a number of stimulus material (such as images or illustrations) and instructions or questions (such as writing a caption, describe what you see in image, etc). They can choose a specified number of stimuli to respond to with 1-2 sentences. In the second section, ākonga will select one stimulus material to respond to with a short paragraph. The instructions or questions will be based on the stimulus material and will guide students to use different communicative functions in their responses, such as describing, giving instructions, expressing preferences, etc. The Ministry is seeking your feedback on the draft NCEA level 1 subject content. Feedback on AS1.4 can be provided through online surveys by 23rd August 2021 and will be used to further refine the materials ahead of a wider pilot in the 2022 school year.

Learning Area - English

Is the term Maori storytelling a specific concept or is it storytelling by Maori and how Te Ao Maori is seen in that?

For the English Matrix one of the ideas is "Students will learn how Māori storytelling connects with te ao Māori " What support or PD will there be for English teachers who don't feel confident in Te Ao Maori and how do we help support ESOL learners with this who may have no experience with Te Ao Maori?

So Māori storytelling is NOT using a Māori author such as Witi Ihimaera/ Patricia Grace / Apriana Taylor? Or Parihaka the poem? Maori storytelling is stories written in Te Reo translated into English?

Essentially it is the latter. This piece of significant learning asks us to consider what the specific elements of Māori voices in literature might actually look and sound like. There is an opportunity to explore what this might mean in a contemporary context as well as to consider the kinds of forms, imagery and narrative voices that can be found in Māori literature in translation. You might look at texts such as Āpriana Ngata's Ngā Mōteatea, or more locally the waiata, haka and whaikorero of your region. It is this exploration that is most important, rather than a specific definition or prescription.

English teachers in Aotearoa New Zealand have always acknowledged the importance of Māori voices in our literature and are well familiar with writers such as Patricia Grace and Witi Ihimaera to Apriana Taylor. This piece of significant learning invites you to reflect on the way in which Māori voices feature in the books and films you are using in your teaching. In order to help you facilitate that reflection the Ministry will develop resources and guidance through the Accord Teacher Only Days which will be designed to support more subject-specific learning such as this.

The NZATE council have been working with Ministry staff to ensure that they are able support members in this mahi as well. The recent conference in Auckland had a strong focus on Mātauranga Māori throughout the keynotes and workshops and these will be shared on their website.

You may also make an application for PLD in this area through the Regional Professional Learning Allocation system, under the Cultural Capability PLD Priority.

English teachers in Aotearoa New have always acknowledged the importance of Māori voices in our literature and are well familiar with writers such as Patricia Grace and Witi Ihimaera to Apriana Taylor. The notion of Māori storytelling is a way of acknowledging this and of inviting teachers to look more deeply at what it means in terms of mātauranga Māori. It is important to note that this notion is not a straightforward category to define, as Steph Matuku wrote recently in E-Tangata magazine. However, we do need to respond to Patricia Grace's challenge, in 1985, to consider the extent and ways in which Māori are portrayed in texts in our classrooms.

So there is no "mandated Māori canon" any more than there is any other set of prescribed texts in the NZ English curriculum. The Learning Matrix invites you to reflect on the way in which Māori voices are present in your book-room, and in your teaching. This reflection is the most important thing. The suggestion that we also look at other Māori Literature in translation came from Glenn Colquhoun's keynote at the 2008 NZATE Conference: Old Testaments, New Testaments, but is not intended to be the only example of Māori storytelling.

We remember seeing the draft Level 2 standards a while back, specifically a reference to close viewing (which seems to have been dropped as a main focus for the L1 assessments). Are there details for L2 standards at this point? Could it transpire that explicit skills are not assessed at Level 1 but are then introduced fresh at L2?

The draft Assessment Matrix you will have seen was developed during phase one in 2019 and sets the general direction. As the Subject Expert Group work to develop level two standards and materials, starting in September this year, they will have a chance to consider the extent to which the standards assess the significant learning in the Learning Matrix that is too important to be left to chance. These standards will be available for sector feedback in August next year.

Hi there. Will Curriculum Level 5 in English be unpacked to support the progress of the implementation?

While the skills of close viewing were not assessed in a particular achievement standard at Level One, they would still be taught as part of a study of visual text so that students could develop their understanding of how visual texts make meaning.

Can a student read/view a text in one subject e.g., Science and use it as a response in English?

The curriculum refresh which is happening concurrently with the Review of Achievement Standards will include refreshing the English learning area. This is not something that will be reviewed as part of the Review of Achievement Standards

Literacy & Numeracy: Can credits for 9/10 be achieved from other subjects? Is it the English Department who is charged with administering the test?

Schools have the flexibility to design their own learning programmes in response to the needs of their ākonga. A key part of the NCEA changes is the shift to fewer, bigger assessments and part of this change is not assessing all learning. Teachers would need to ensure that if students were using texts from another subject, such as Science, there is enough in that text to allow for sufficient personal response for 1.2. Teachers would need to ensure that a text from another subject would allow for a literary response for 1.4, for example having language features, developing ideas and characters.

When will a marking schedule be available for English?

The Literacy co-credential does not specifically sit within the English Learning Area. Meaningful shifts in literacy at secondary level arise when all subject teachers understand what literacy means in their disciplines and how to support their students. How the test is administered is up to the school to decide.

Is there a possibility to adapt and write our own tasks which (obviously) meet the criteria for each standard.

Assessment schedules are available [now](#) for all the internal assessment activities. NZQA are developing schedules for the externally assessed standards. These will be tested and refined during the pilots this year and next year and will be released after all reconsiderations have taken place.

During the piloting of these standards in 2022, teachers will need to choose between one of the three Internal Assessment Activities that have been published for each of the internal Achievement Standards. When the standards are fully implemented in 2023, teachers will be able to either use these Internal Assessment Activities or develop their own.

English 1.1: Is this standard about learning from oral texts such as speeches, podcasts and radio presentations or about producing them?

The focus of 1.1 is being able to describe language patterns in oral or written texts. The text types that could be used are ones such as speeches, song lyrics or poetry. To present evidence of learning, students can present through doing an oral presentation, rather than a written response.

English 1.1 - Is says that assessment might take shape of a poster - but there is so much depth required. How will this be possible? Does this mean a commentary will be required? This is not clear in the conditions of assessment

The English standards are being piloted this year which has provided the Ministry of Education robust feedback around the Assessment Activities. Some of the pilot schools have identified this issue and, as a result, the poster option will be removed after 2021 for AS 1.1.

English 1.1 can students still double dip and use for portfolio?

The skills that students are learning through their engagement with the AS 1.1 will aid their ability to understand how language works together to create meaning. This is something that will reinforce their writing skills. For the assessment of 1.3, the writing prompts are being set by NZQA. It is possible that as part of a teaching and learning programme, teachers may find opportunities to help students make connections between their learning. At this stage it is unlikely that a student will be able to use the work submitted for AS 1.1 for AS 1.3. Part of the NCEA changes is to reduce assessment burden so the need to double dip on standards from a workload perspective should be lessened.

English 1.1 internal: the standard references an understanding of 'verbal language' patterns. The 'unpacking' section of the site references text types including literary texts as well as oral text types. However, the text type examples in the tasks refer to texts with an oral tradition. Could a novel or short story be used for this assessment?

While this standard provides an opportunity to study language use in contexts other than the literature study, there is still the option to study language features within and between literary texts. The key thing is that students are learning how language works in context. For example, some of the schools who are currently piloting this standard have looked at the context of war poetry. You could conceivably explore the language of a particular genre of novel or short story. More clarification of the idea of language in context will be provided when the revised standards are published for piloting next year.

English 1.2: 1.2 Is it a studied or independently chosen text. Does it have to be a written text? If it doesn't, does that mean that students can actually opt out of doing any reading at all?

For AS 1.2 students are assessed on an independently chosen text. A text does not need to be a written text. The Big Ideas and Significant Learning in the English Learning Matrix, show that engagement in texts is something that students should be engaged in as part of the learning. One of the big changes with the Review of Achievement Standards is a move towards only credentialing a sample of the learning that happens over the course of a year.

Is there a proposed date for the 1.3 external work to be submitted by? Or rather, a variety of dates that can be taken throughout the year? What is the process?

NZQA will set the submission date for the writing near the end of term three each year. As you will see in the assessment specifications, for this year's Mini Pilot schools the submission date is 24 September.

English 1.3: this specifies all pieces must be written in English. To what extent can students use dialogue in Māori (for example, where one of their characters only

It would be absolutely acceptable for a student to include dialogue in te reo in this way. A translation would be a bonus, especially if there is a significant amount of reo, but it is

speaks Māori)? Would it be sufficient for students to provide a translation where there is vocabulary in another language used?

English 1.3: For the Writing portfolio will the students have just one week to write to one of the external prompts, or will they be able to draft a piece of writing to one of the prompts a week or two beforehand? Or will the prompts be available for the students to see from the beginning of the year?

English 1.3: Will the portfolio have P.E.Ps (profiles of expected performance) as the current externals do?

English 1.3: Why was the decision made to make this standard externally assessed?
Another question is how do we manage the process for giving feedback in an external context so that it is equitable in all contexts?

absolutely appropriate and would in fact strengthen the piece if a character could speak in their own language.

The assessment specifications for 1.3 do not specify a time limit for students to write their response. Assessment should occur after students have had opportunities to develop their writing skills over a sustained period of teaching and learning. Students can be given access to the prompts when the teacher believes they are ready for that assessment. That could be at any stage in the year.

The specifications also stipulate that “Candidates must complete their pieces for assessment independently under teacher supervision, in accordance with the NCEA Assessment and Examination Rules and Procedures.” This does not preclude students being able to draft a piece and set it aside for a week or two before they redraft it for submission as long as the teacher could attest that the final piece was entirely the student’s own work.

As we develop new forms of externals, such as 1.3, the Ministry are working closely with NZQA to ensure that there are robust and valid processes for assessment. The Review of Achievement Standards gives us the opportunity to reflect on the current practices, such as profiles of expected performance and we will be able to publish updates in relation to this as they are available.

One of the unintended consequences of NCEA has been the tendency to focus on assessment over teaching and learning. In the case of the current practice of internal assessment of writing, the assessment tasks have often become the only opportunity students have to practice their writing, with extensive feedback from teachers. We have allowed assessment to drive teaching and learning because we have come to see NCEA assessment tasks as teaching and learning. In a packed English programme, driven by standards, learning writing may be referred to as ‘doing 1.4 or 1.5’ and not learning how to:

- * [Use] an increasing understanding of the connections between oral, written, and visual language when creating texts
- * [Create] a range of increasingly varied and complex texts by integrating sources of information and processing strategies
- * [Seek] feedback and makes changes to texts to improve clarity, meaning, and effect
- * [Be] reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence

as set out in the indicators in the New Zealand Curriculum.

It has also resulted in ongoing concerns about equity of feedback opportunities and the extent of teacher input into the final piece with some schools allowing students to take their

writing home and others requiring them to work on it only during class time. Teachers in many schools have also become more and more concerned about the risks of plagiarism.

One way to address these issues is to separate the teaching and learning from the assessment more clearly by making it an external. The rules around the ability to give feedback, specified in the assessment specifications, are taken from the guidelines that already exist for the current internal. In this way, they clearly set out what is expected.

English 1.4: if you pass section A but NOT section B - will you still pass the standard?

The intent of this standard is to assess a student's ability to show understanding of significant aspects of text. The exam requires candidates to demonstrate that understanding in the contexts of both unfamiliar written text (Section A) and studied text (Section B). NZQA are currently developing an approach to marking this standard that will validly and authentically assess this learning outcome, and are taking questions such as yours into account. Evaluation of the results from our pilot schools this year will then help us to work with NZQA to ensure that the approach to this assessment is fair, and make any adjustments required to ensure that the exam does validly assess the standard.

Learning Area – Arts

Visual Arts

We have looked closely at the externals and find them unworkable. Why is it not possible to combine two standards to have a 10-credit external?

The Visual Arts Achievement Standards have been designed through the NCEA Change Programme to improve well-being, equity, coherence, pathways and credibility of NCEA for teachers and students. This subject is currently being piloted as part of the 2021 mini-pilot. The new Achievement Standards for Visual Arts are being reviewed before being piloted again in 2022. Feedback from the Subject Expert Group and the schools that have used the new Achievement Standards will help to inform this review.

We are looking at the Visual Arts Matrix and feel underprepared to offer a depth of understanding around Whakapapa - art as a descendent. I'm reading it as our current 1.1 but would want to have more PLD around this aspect in order to do it justice.

Change 2 of the NCEA Change Programme, mana ōrite mō te mātauranga Māori, is one of the seven shifts that the Review of Achievement Standards (RAS) is informed by. This change seeks parity for bodies of knowledge for te ao Māori. As such, kaupapa Māori are being used appropriately within the new Achievement Standards. This will require schools to provide opportunities to engage in teaching and learning programmes that recognises the significant learning of Visual Arts as well as mātauranga Māori. Networks of Expertise funding can be accessed by subject associations to support PLD opportunities around how mātauranga Māori is engaged with in subject-specific contexts. Regionally, allocated funding is being made available. More information to support your kura in making this shift can be found here: <https://pld.education.govt.nz/> We also continue to work constructively with the PPTA to find ways to realise these shifts, including the eight Teacher Only Days that were allocated in the Accord. These days are to support the implementation of changes to NCEA, and the wider strengthening of curriculum, progress and achievement practice.

To what extent are art teachers expected to teach different media and techniques for any particular standard? Will additional standards be made available for students proficient in more than one medium or type of art?

How are the externals going to be submitted? Are they digital or packaged and posted hardcopies of every student taking the course?

Visual Arts Level 1: Marking externals - Are the 1.2 and 1.3 marked alongside each other? Or are they marked separately?

Visual Arts: For externals (1.3 and 1.2) marking, are they marked at school and then a sample sent in to NZQA?

Can any, and if so, how much evidence can be used from each standard to support another standard. Is it possible that integrated assessment of standards can continue?

Where has the data come from for the "where your subject can take you" [posters](#) on the new NCEA website?

Visual Arts Level 1: Workbook - Is there scope for those who have limited written abilities to submit an

The new NCEA L1 Visual Arts Achievement Standards are designed to allow teaching and learning programmes that suit the needs of students. There is no expectation that students have to work in only one medium, or that they have to work in multiple. The Learning Matrix captures the broad foundational learning that NCEA Level 1 is designed to assess. Specialisation in other Visual Arts disciplines begins in NCEA Level 2.

The new Achievement Standards for Visual Arts are currently being piloted as part of the 2021 mini-pilot and are being reviewed before being piloted again in 2022. This includes reviewing how students learn, their contexts, and what methods of assessment (e.g. digital or physical) best support these aspects. Feedback from the Subject Expert Group and the schools that have used the new Achievement Standards will help to inform this review.

NCEA Level 1 is designed to assess a broad, foundational level of learning. Change 4: Fewer, larger standards from the NCEA Change Programme addresses over-assessment, teacher and student workload, and ensures the significant learning, learning that cannot be left to chance for that subject, is delivered and thereby focuses on teaching and learning. This change therefore supports each Achievement Standard to assess a discrete set of learning and are therefore marked separately.

Both of the Visual Arts externally assessed Achievement Standards will be marked by NZQA and will not require schools to submit grades. This is a change from the current verification model used at NCEA Levels 1 and 2. This change aims to support the well-being of teachers by lessening the amount of time required for marking and supports the credibility of NCEA through external marking processes.

The Visual Arts standards are designed to inform an art making practice built on a visual investigation. To support creating a sustained body of related artwork, 1.1 and 1.2 standard and can be worked concurrently with 1.3. Please note that student evidence for 1.4 Produce a resolved artwork within an authentic context cannot be used as evidence for 1.3.

The Ministry and the TEC have recently sent out Where To? Ki Hea Mai? posters, based on feedback we have received from schools and kura who have found past iterations of these posters to be very useful. These data from the posters is TEC data and reflects the job profiles in the Careers.govt.nz jobs database (<https://www.careers.govt.nz/jobs-database/>). You may be aware that the TEC is currently undertaking work to refresh and update this jobs database. The jobs listed in the posters are not intended to be a comprehensive list, rather they are intended to spark thinking about where the subject can take you.

The Visual Arts Achievement Standards have been designed through the NCEA Change Programme to improve well-being, equity, coherence, pathways, and credibility of NCEA for teachers and students. This subject is currently being piloted as part of the 2021 mini-pilot.

alternative workbook? e.g., can the annotations be verbal (digital)?

The new Achievement Standards for Visual Arts are being reviewed before being piloted again in 2022, including reviewing how students learn, their contexts, and what methods of assessment best support these aspects. Feedback from the Subject Expert Group and the schools that have used the new Achievement Standards will help to inform this review.

Visual Arts Level 1: What work can be shared between standards e.g.: Can one workbook touch on 1.1, 1.2 & 1.4?

The new Visual Arts Achievement Standards are designed to assess teaching and learning of art-making built on a visual practice-based investigation. One workbook can be used to collect evidence for AS1.1, AS1.2, and AS1.4. Please note that candidate evidence of learning for AS1.4 *Produce a resolved artwork within an authentic context* cannot be used as evidence for AS1.3.

Visual Arts 1.1: Can the response include practical works made by learners as well as written?

Visual Arts 1.1 is a practice-based visual inquiry supported by research. This allows students to submit evidence in a range of forms that can include recording and making their own work, while exploring visual arts methods and knowledge, using Māori foundations and a context that relates to their own milieu. This enables students to see themselves in their learning, engage in practical art making, and to develop skills in research and analysis.

Visual Arts 1.2: Approximately when during the year will the 1.2 be expected to be submitted and will it be okay for it to be a 'work in progress'.

Visual Arts Achievement Standard 1.2 is a process standard. Through exploring visual arts conventions and processes, students will be making work which will support further resolved works that may be presented for the external Visual Arts Achievement Standard 1.3. This allows the work for 1.2 to be made concurrently or as standalone work. This working process would allow the work to be presented prior to the 1.3 external.

Visual Arts 1.3 External - Can we photograph a large-scale work and include it on the mini folio?

The new Achievement Standards for Visual Arts are currently being piloted as part of the 2021 mini-pilot, and are being reviewed before being piloted again in 2022. This includes reviewing the size and scale of work/s as evidence of learning, and what methods of assessment best support students to succeed. Feedback from the Subject Expert Group and the schools that have used the new Achievement Standards will help to inform this review.

Visual Arts Level 1: Is there a minimum size of work for 1.3?

The intention of the 1.3 folio is to enable students to problem solve, build upon visual ideas and refine pictorial and technical conventions. The method of presentation should allow them to work in a way that best suits their context and way of working. The new Achievement Standards for Visual Arts are currently being piloted as part of the 2021 [mini-pilot](#), and are being reviewed before being piloted again in 2022. This includes reviewing the size and scale of work/s as evidence of learning, and what methods of assessment best support students to succeed. Feedback from the Subject Expert Group and the schools that have used the new Achievement Standards will help to inform this review.

Vis Arts: Is there an assessment specification sheet for the 1.4?

Visual Arts AS1.4 is an internal assessment, and therefore does not have assessment specifications. Its Conditions of Assessment are available here: [Produce resolved artwork within an authentic context | NCEA \(education.govt.nz\)](#). The requirements in terms of the

scale of the work will be dependent on the media being used, and the authentic context. The intention of this new AS is to create a resolved artwork. A resolved artwork is a completed compositional outcome. It is the most effective communication of an idea or narrative with a high level of technical finish.

Please note that the new Achievement Standards for Visual Arts are currently being piloted as part of the 2021 mini-pilot and are being reviewed before being piloted again in 2022. This includes reviewing the now common format of both internal assessments as 1.1 and 1.2, and both external assessments as 1.3 and 1.4, as can be seen in non-mini-pilot subjects. Feedback from the Subject Expert Group and the schools that have used the new Achievement Standards will help to inform this review.

Visual Arts 1.3: is this still a Visual Arts standard or is it one discipline or 2 or more being assessed?

Visual Arts Achievement Standard 1.3 does not require a range of media to be used. The use of a range of media as it currently exists in the Visual Arts folio (1.4 External - 12credits) has not been carried through to the new Visual Arts Achievement Standards. This change supports the ability for schools and students to be able to work with materials and practices that they can access, including Whakairo and practices within Te Whare Pora, and media like digital photography and illustration. This does not exclude students that wish to use more than one media to create with.

Drama

Performance 1.2 (Drama 1.2): how do the performance time limits work in a group context?

Drama 1.2 Participate in creative strategies to devise a drama requires students to use aspects of whanaungatanga to devise a drama. In this standard, students are not being assessed on their performance skills but the quality of the drama. The timing is a guide to support the process of editing and selecting as part of the devising process and is not dependent on the size of the group participating. Guides for individual performance standards have been made in order to consider workload for teachers and students in submitting evidence for these standards.

Performance 1.2 (Music 1.2): How many pieces are student required to submit?

For the proposed Music 1.2 Standard: *Perform Music*, there is no fixed requirement for number of pieces to be performed; however, there is guidance in the Conditions of Assessment regarding this: Students need to present a performance long enough for their learning to be demonstrated. 3-4 minutes could be appropriate, but longer or shorter time frames could be acceptable in relation to the type of material being presented.

Externally moderated performances of voice, body, movement and space: A huge part of body is facial expression. Is this going to be video? How will this work?

NCEA L1 Drama AS 91942 Use drama techniques to perform a scripted role assesses: Drama techniques include voice, body, movement, and use of space:

* Voice includes: pitch, pace, pause, projection, tone, volume.

* Body includes: posture, gesture, body language, eye-contact.

* Movement includes: pace, weight, energy, direction, pathways.

* Use of space includes: personal space and general space, levels, distance from other characters, groupings.

Video is the suggested format that will best capture evidence of learning for assessment for this Achievement Standard. The assessment specifications for this external assessment (to be released in October) will include use of camera, file types, and methods of presentation. As this is an external assessment, marking will be completed centrally with NZQA for all candidate submissions. This supports a shared national-level understanding of the learning that is being assessed.

Schools are encouraged to design and resource learning that allows students to engage, see themselves in their learning, and provide assessment opportunities that credentials significant learning within a subject. Subject associations are a good source of professional learning and development, supporting teachers to have access to learning that identifies and shares best practice.

Music

Music: Are the SOUND unit standards and technology standards staying, going or is something replacing these?

There are no changes to Unit Standards. within the Review of Achievement Standards The SOUND and technology standards can still be used in conjunction with the new Achievement Standards.

Are any of the new standards literacy standards?

With the introduction of the new co-requisite Literacy and Numeracy Achievement Standards, there are no longer standards that are 'tagged' as contributing to the literacy and numeracy requirement. This change supports the strengthening of the credibility of NCEA. Literacy and numeracy remains an integral aspect of teaching and learning in all subjects.

Where does live sound fit in with the new standards? Can we still offer Unit Standards in live and recorded sound? Is it possible to offer three new standards and run unit standards as well? For 1.3 music, who provides the questions, and does it have to be a written report?

There are no changes to Unit Standards within the Review of Achievement Standards. The Unit Standards can still be used in conjunction with the new Achievement Standards - e.g.: The SOUND and technology standards can still be used in conjunction with the new Achievement Standards. Music 1.3 is an external standard, so NZQA will provide the assessment questions. Students will be able to submit evidence in a range of formats, including written report, video presentation, slideshow, screencast, or another suitable form of evidence.

Can the year 11 course have three standards or is it a requirement to do all four? Can the course for example be a mixture of three new standards and some Unit Standards? Are you allowed to offer a selection of standards or is it a requirement to offer all four?

The Level 1 Music standards have been derived from the Significant Learning in the Music Learning Matrix that was derived from the subject Big Ideas. As such, they assess elements of a comprehensive Music course at NZC Level 6. However, schools are still able to design their own courses using standards from a combination of standards, including Unit Standards. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about

course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Music AS1.3 External: Is this fully assessed externally NZQA and when do we submit the completed responses for assessment?

Music 1.3 is proposed as an external standard. Teachers will collect evidence from students which will be submitted to NZQA for marking. This assessment is proposed to take place towards the end of Term 2 each year.

Music AS1.3: Will the questions be provided by NZQA or by the teacher teaching the class?

Music 1.3 is proposed as an external standard. The assessment questions will be provided by NZQA.

Does the Music 1.3 external have to be assessed at the end of Term 2? (Term 2 is one of our busiest terms - with shows, Rockquest, Showquest, competitions etc + NZ music month)

There are a number of factors to consider when selecting time-frames for external assessment throughout the year. Our Music Subject Expert Group is aware of the many external music events, and this feedback will be taken into account prior to confirming final assessment dates.

Music 1.1: Does the phrase 'DAW or hardware of choice' include Sibelius, Musescore, Guitar Pro and such like?

The Assessment Activity for Music 1.1B references a "DAW or hardware of choice." The Assessment Activities are examples of teaching and learning activities that generates evidence for assessment with the proposed Achievement Standards. Teachers will be able to use these Assessment Activities in their classes and are encouraged to ensure they take into account the students' context. Teachers are in the best position to decide which software and hardware will be most appropriate for their students to use.

What is the legal implications of streaming for the performance standard- given the copyright implications of the online formats they are likely to be using?

It is the responsibility of teachers and schools that all copyright legislation is adhered to. If a student was attempting Music 1.2 via a streaming platform, it would be the school's responsibility to ensure that copyright obligations are met, similar to how schools use the current standards. More information on how copyright laws relate to music performance in New Zealand Aotearoa can be found at APRA AMCOS NZ

Does the music score convention exam relate into any of the standards?

The current External Standard 91094 assesses students' understanding of conventions used in music scores. Understanding of these conventions could be assessed through the proposed Music 1.1 internal standard Demonstrate understanding of music concepts.

Dance

Is there a limit to the number of standards that any given piece of evidence can contribute to? In all of the example course outlines, all evidence can contribute to more than one standard. Could you clarify please?

There is no limit to the amount any given piece of evidence can contribute to the assessment of Achievement Standards, as long as it meets the criteria of that specific Achievement Standard. For example, for the Elements of Dance external, it is expected that students could be using evidence they have submitted for 1.1, 1.2 and 1.3 as evidence of their understanding of the elements of dance. Another example is that it is possible that students could also use the same performance for 1.1 and 1.3, however, there would still be additional

Will Dance teachers need to write multiple briefs if they are running individual learning programs? Or can a more general task sheet be used in this instance?

Dance 1.3 Present understanding that dance is a descendant of culture is there a list of appropriate genres that could be taught for this and is there a time frame that this work would be expected to be submitted?

requirements for each standard. The course outlines are an excellent way to see the ways in which learning over a year can be assessed.

If your school is a pilot school in 2022, you will need to trial the NCEA products provided, as this ensures that the products are trialled and tested with the purpose of informing implementation in 2023. The Assessment Activities for the Internal Assessments include briefs for 1.1 and 1.2. Guidance for 1.3 and 1.4 will be provided by the SPECs released by NZQA. Once the standards are implemented, teachers will be able to either use the briefs provided in published products, or to develop their own.

There is no specific list of appropriate styles or types of dance. The dance has to reach back into the past while also providing space for cultures and traditions to be preserved and celebrated in the present day. When selecting a dance type or style to engage with, students are encouraged to investigate cultural, artistic, and social dance forms both traditional and contemporary to help inform their own personal tastes and influences as a dancer. The course outlines are also a good place to see how teachers can approach integrating this assessment into their programmes of learning. The evidence for this external may be collected earlier than the final submission date, to allow students and teachers to have the flexibility to participate in external dance events, if appropriate. We are working with NZQA to confirm the submission date, which is currently around week 5, of Term 3.

Learning Area - Science

Science: Is it possible to do one task for dual standard credentials? For example, a pattern seeking investigation Science 1.1 and Chemistry and Biology 1.2

Science: For the Science Level 1 can we teach only internals chosen from the 3 science strands?

Students would not be able to use one investigation (such as a fair test) to complete standards in Science 1.1 and Biology/Chemistry 1.2. Science 1.1 requires students to show understanding of different investigation approaches in science to answer specific questions. This includes understanding why each investigation approach was taken in relation to the questions/contexts. Students also need to show understanding of a range of different investigation approaches so a single investigation would not provide all of the evidence required. Biology/Chemistry 1.2 requires students to show understanding of chemical reactions and the impact of these. Evidence for this could not be gathered from a single fair test experiment.

When the new Achievement Standards are fully implemented in 2023, schools will continue to have the flexibility to design courses to meet the needs of their ākonga. A carefully designed course that incorporates more than one subject is possible as long as it coherently incorporates the significant learning from the learning matrices of those subjects. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Can you explain the significant overlap between Earth and Space Science and Geography? The 1.1 Earth & Space Science is very geographic.

While there is a broad conceptual relation between aspects of Level 1 Earth & Space Science and Geography, the Learning Matrices for each subject describe significant learning that is deliberately separate, and that recognises the distinction between the subjects. PES1.1 cannot credential learning from the Geography Learning Matrix. Its focus is on assessing students' scientific understanding of the effects of human activity on the Earth System (which consists of different spheres).

Why is the language used in each of the matrices (Science Chemistry & Biology, Physics & earth Science and Ag Hort) so diverse and inconsistent?

In the development process of the new assessment materials the Subject Expert Groups were encouraged to take a subject specific approach. Further consideration will be given to whether greater consistency might be achieved across subjects within Learning Areas.

Can responses to Science standards be a mix of Te Reo Maori and English, or must you respond in either one of the languages?

Responses can be submitted in te reo Māori, English, or a combination of both

Will there be more detailed assessment exemplars available for us to look at for PESS and BC? And if so, any idea when?

There are three internal assessment activities for every Level 1 subject. These are published on the NCEA website, and can be found by clicking on the 'Assessment' tab, selecting a standard, and choosing the 'Activities' tab. For example, you can find the IAAs for Science 1.1 here. Examples of external assessment activities will be published progressively throughout the pilot year as they are assessed.

When designing a level 1 General Science course, can we select from the different subjects - that is; Science, Physics, Earth and Space Science, Biology and Chemistry (as listed in the NCEA website subject lists)? For example, Physics Earth and Space Science 1.2 along with Chemistry and Biology 1.1? And if we did, would it need to be 10 credits internal, and 10 credits external?

When the new Achievement Standards are fully implemented in 2023, schools will continue to have the flexibility to design courses to meet the needs of their ākonga. A carefully designed course that incorporates more than one subject is possible as long as it coherently incorporates the significant learning from the learning matrices of those subjects. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Are there exclusions e.g., AS90920 and AS91928?

No.

In the Science curriculum area will it be possible to combine standards from across disciplines. E.g. 90921 with 92044 as internals and 91922 and 92047.

When the new Achievement Standards are fully implemented in 2023, schools will continue to have the flexibility to design courses to meet the needs of their ākonga. A carefully designed course that incorporates more than one subject is possible as long as it coherently incorporates the significant learning from the learning matrices of those subjects. Please note that for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Is the PESS 1.3 only available to be done in Term 2 or could it be available in Term 4 as well?

Non-exam externals will have designated dates or periods in which they will need to be completed prior to submission. Guidance on implementation of non-exam externals will be provided to pilot schools well in advance of the assessments, and will be available for all schools before 2023. PES 1.3 is designed to be completed in a designated period towards the end of Term 2.

The Physics "unpacking external" talks about "respond to a stimulus which they will have a designated period to unpack prior to completing an assessment activity". 1. Does this mean that the exam will use one context that students will need to prepare for in the week(s) leading up to the exam? 2. Is the intention that exams will take place during term time or during a designated exam leave period as is current practice? 3. Will assessment activities and schedules used in 2021 pilot courses be made available to wider teaching profession early in 2022?

The assessment activity for PES 1.3 is intended to offer students a choice of contexts in which to assess their learning. As a non-exam external it can be completed in class time, in accordance with specifications that are being developed and will be published later this year. Pilot schools will receive detailed support and guidance material for teachers and administration, well in advance of the assessment. These materials will then be published and made available for other schools.

Would external exams still be the same length of time: i.e., would they still be 3 hours long? if so, would that be the case for both the mid-year exam as well as the end of year exams?

The Ministry is working closely with NZQA to consider if any changes may need to be made to the Level 1 exams from 2023.

Assessment with stimulus provided 2 weeks before the exam (AS 90923): If at end of year will these exams be first, so students are given 2 weeks of prep time, not 2 weeks during their exam time? Are students expected to 'unpack' on their own or are teachers expected to 'unpack' with the students?

Final external assessment specifications are currently being developed by NZQA and will be available in October. For 90923 this will include more details regarding the nature and extent of permissible teacher involvement. The specifications will reflect how all NCEA assessments (internal and external) are a measure of what a student can independently demonstrate against a given standard. In 2022 pilot schools will receive thorough guidance on implementation and administration of non-exam external assessments well in advance of the assessment events. This guidance will subsequently be released and published on the NCEA website.

Health Studies and Physical Education

Mātauranga Māori specifically in a Health Studies and Physical Education context, how would professional development look like? Beyond translation of Te reo Maori words into English.

Mana ōrite mō te mātauranga Māori is one of the changes within the NCEA Change Programme, seeking parity of mātauranga Māori with other bodies of knowledge. Two of the professional learning and development priorities in kura auraki settings are Cultural Capability, and Local Curriculum Design. Cultural capability is about understanding, valuing and amplifying different world views, perspectives, experiences, and measures of success. Local curriculum design weaves the national curriculum framework into your community's

context, to provide rich learning opportunities for ākonga. NEX funding can be accessed by subject associations to support PLD opportunities around how mātauranga Māori is engaged with in subject-specific contexts. Regionally allocated funding is being made available. More information to support your kura in making this shift can be found here: [Strengthen teaching practice through professional learning and development – Professional Learning & Development \(education.govt.nz\)](https://www.education.govt.nz/learning-and-development/teaching-practice-through-professional-learning-and-development/)

How is home economics incorporated? And does food have to be incorporated into the Health Studies course? If you have no background in Home Economics are you going to be given PD to upskill in this area and the same for Home Economics teachers to Health?

Food and Nutrition can be used as a focus for study of the new Health Education (with Home Economics) Achievement Standards. Please refer to the published course outlines to see examples of how the new materials could be delivered through this context. The Ministry is working to ensure that suitable professional development is available for all teachers that they have the opportunity to upskill in any areas necessary to deliver the new NCEA materials.

For health education with home economics, when will there be more information about 1.3 and 1.4 ?

All materials are still in draft form. More information regarding externally assessed Achievement Standards for Health Education (with Home Economics) will be available as we move closer to the confirmation of pilot schools. Detailed external assessment specifications are under development by NZQA and will be released in October.

In the new standards, it looks like there is a lot taken from previous standards - is there a document that explains what the cross over is and where the standards we were doing fit in the new programme, if there is any relevance?

The Achievement Standards for Physical Education and Health are derived from the new Learning Matrices (LMs). Physical Education and Health Phase 2 material is available on [NCEA.education.govt.nz](https://www.ncea.education.govt.nz/). Thank you for your suggestion for including a resource to explain the similarities and differences between new and old standards and marking criteria. The Ministry is [seeking your feedback on the draft NCEA level 1 subject content](#) The feedback survey is open until 23 August 2021 and will be used to further refine the materials ahead of the 2022 pilot year.

Can we offer a hybrid course for HPE with two standards from PE, and two standards from Health? And then, if the answer is yes - can we offer all of the internal standards (2 from PE and 2 from Health)? thanks.

The Learning Matrix for each subject provides the Significant Learning, learning that cannot be left to chance, that has been derived from the subject Big Ideas of Learning. This provides the comprehensive set of learning that can be assessed across the suite of new NCEA Level 1 Achievement Standards for each subject. However, schools are still able to design their own courses by using the Learning Matrix from a combination of subjects, and then decide on the appropriate standards to assess with. Please note that schools wishing to pilot a subject in 2022 will need to pilot a complete suite of standards for each subject. Also, for a student to achieve an endorsement in any course they need to achieve 14 or more credits at Achieved, Merit or Excellence, with at least 3 externally assessed credits and 3 internally assessed credits. You can find more information about course endorsements here: <https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

For PE 1.1 'Demonstrate movements in context' will there be standardised performance rubrics for a

Achievement Standard 1.1 is intended to encourage Kaiako to use the generic assessment schedule instead of rubrics for individual movement. Kaiako have the freedom to

range of practical activities, like what is currently used at level 2 and 3 PE? Or will schools be expected to create their own?

contextualise the skills and strategies required for meeting the success criteria. The Ministry is seeking your feedback on the draft NCEA level 1 subject content. Feedback can be provided through online surveys by 23rd August 2021 and will be used to further refine the materials ahead of a wider pilot in the 2022 school year.

Health 1.4: What is meant by the wording: “structured report OR appreciation of whakapapa as way of assessment”?

Appreciation of Whakapapa is a type of structured report where students present a report, either orally or in writing, that demonstrates connection of one piece of traditional knowledge to another or investigates the customs/traditions involved in different fields.

Whereabouts are we able to access more detailed information beyond that already supplied on the website for the AS - particularly AS1.4 PE

Assessment specifications for external assessments will be published by NZQA at the end of the year. More information on PE AS1.4 will be released then.

PE 1.4 - We are discussing biophysical as an 'influence' we were thinking that biophysical is more of an analysis of movement rather than an influence on movement? (I guess it can be both, but the link is weak?).

AS1.4 is intended for ākonga to demonstrate understanding of sociocultural and biophysical influences on movement in Aotearoa New Zealand. It draws from the Significant Learning of understanding biophysical principles in movement contexts understanding that sociocultural factors influence the moving body and movement contexts.

For example, ākonga might choose to research the whakapapa of a movement, to explain the workings of a specific joint when performing a movement, or to examine how gender stereotypes impact on movement. Biophysical is a source of influence on movement. Kaiako may decide the balance between biophysical and sociocultural influences based on individual school contexts and teaching programmes.