

COMMERCE

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 1 MATERIALS

The Commerce Subject Expert Group (SEG) would like to thank those members of the sector and wider public who took the time to review the Phase 1 Commerce subject content. We received 163 responses to the online survey.

The feedback has been collated into main themes and the SEG has responded to each theme. All feedback has been considered – those suggestions which are more discrete, or are more detailed or technical, are in the process of being actioned.

Theme One

General clarification of subject content required

Response

The Learning Matrix outlines the most Significant Learning for Commerce, that every learner is expected to engage with in a full year course. This is intended to strike a balance between consistency across New Zealand and flexibility in teaching and learning, to allow teachers to best meet the needs of learners.

The Course Outlines further support the Learning Matrix. They are indicative of how the Significant Learning may be practically incorporated into a year-long Commerce course. These will be reviewed by the SEG during Phase 2 and republished in August alongside the assessment materials. The glossary will also be reviewed to ensure it supports a consistent interpretation of the subject content.

Theme Two

Interaction with mātauranga Māori and inclusion of te ao Māori

Response

Much of the feedback on the incorporation of mātauranga Māori was positive. A significant number of comments expressed concern that the mātauranga Maori does not enhance the learning and might alienate non-Māori learners. Many respondents requested PLD to deliver a subject integrated with te ao Māori.

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

The subject content provides capability support:

- Learning Matrices and Course Outlines illustrate how mātauranga Māori can be woven through teaching and learning
- The Glossary will define any kupu Māori used in the subject content
- Assessment resources, student exemplars, and examples of Teaching and Learning Programmes used in the pilot will further exemplify the integration of mātauranga Māori in the future.

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

Theme Three

Commerce is too large as one subject

Response

The SEG was formed after the Level 1 Subject List was confirmed, in December 2020. It is not a function of the SEG to review the Subject List or provide advice on it.

The Subject List was approved on the basis that one broad and foundational subject should be developed, with more specialised subjects at Levels 2 and 3. The Ministry advice on this recommendation is publicly available [here](#).

Theme Four

Subject content is not a good foundation for next steps

Response

Public engagement on the provisional NCEA Levels 2 and 3 subjects is expected to begin from June 2021. Work on NCEA Level 2 will begin at the end of 2021, and Level 3 at the end of 2022. This will be informed by, and aligned with, the new Level 1 subject content, to ensure appropriate progression for learners.

The SEG will redevelop the Learning Matrix and Assessment Matrix with the intention of including more explicit Commerce skills and concepts. It will be designed to engage learners in the subject matter and encourage them to specialise at NCEA Levels 2 and 3. The NCEA Level 1 subject content will set the foundation for the subject/s being developed in 2022 and 2023 but cannot be expected to replicate all the current learning in the three current subjects.

The subject will also ensure that learners for whom NCEA Level 1 is the highest qualification have a broad knowledge of Commerce, and some familiarity with the most important skills and concepts.

This subject is intended to be a step up from the 'taster' courses offered by many schools in Years 9 and 10.

Theme Five

Criticism of survey

Response

Many respondents criticised the survey for not providing adequate options to express their opinion. The SEG was not involved with the preparation of the survey or the synthesising of feedback. The survey provided multiple opportunities for people to submit text freely and in some cases long form submissions and other correspondence was also considered.

Theme Six

Concerns about sector reaction to the Commerce subject content

Response

Many comments, in response to the subject content, speculated that schools would not offer NCEA at Level 1 and move to the Cambridge qualification. They also speculated that becoming a Commerce teacher would become unappealing. The Ministry has heard these concerns and is working on developing its change and implementation plan to help address this.

Theme Seven

Perceived omissions and possible inclusions

Response

Many respondents suggested that specific activities, content, or Significant Learning be added to the subject content. The SEG has considered these submissions and they will inform further product development.

Theme Eight

Course Outlines do not show how the Significant Learning links to assessment

Response

The Course Outlines are draft and will be republished at the end of the next stage of product development. They will be more focussed on providing examples of how to cover specific Commerce concepts and skills, and will demonstrate how this learning can link in with assessment.

Theme Nine

Alternative subject content

Response

Several respondents drafted their own alternative Achievement Standards and Big Ideas. These were all reviewed and discussed as a part of the revision process. We found some of the ideas expressed to be helpful and they have informed the subject content.