## Science Phase 2 Survey – Raw Feedback

**Do you think the draft materials for this subject are ready for testing with students in pilot schools/kura?**

| Option | Total | Percent |
| --- | --- | --- |
| The materials are ready for piloting | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0792112437&came_from_title=Responses+by+Question&filters%2Fquestions%2Ff668082add%2Fsubpage.2021-07-29.8053984515%2Fquestion.2021-07-30.0792112437%2Fquestion-2021-07-30-0792112437-radiosubquestion%3Alist=question-2021-07-30-0792112437-radiosubquestion%2FThe+materials+are+ready+for+piloting) | 0.63% |
| The materials need small amendments before piloting | [13](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0792112437&came_from_title=Responses+by+Question&filters%2Fquestions%2F371c260cc0%2Fsubpage.2021-07-29.8053984515%2Fquestion.2021-07-30.0792112437%2Fquestion-2021-07-30-0792112437-radiosubquestion%3Alist=question-2021-07-30-0792112437-radiosubquestion%2FThe+materials+need+small+amendments+before+piloting) | 1.37% |
| The materials need significant amendments before piloting | [17](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0792112437&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd8ab690c4e%2Fsubpage.2021-07-29.8053984515%2Fquestion.2021-07-30.0792112437%2Fquestion-2021-07-30-0792112437-radiosubquestion%3Alist=question-2021-07-30-0792112437-radiosubquestion%2FThe+materials+need+significant+amendments+before+piloting) | 1.79% |
| The materials are unsuitable for piloting | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0792112437&came_from_title=Responses+by+Question&filters%2Fquestions%2F512f3421b0%2Fsubpage.2021-07-29.8053984515%2Fquestion.2021-07-30.0792112437%2Fquestion-2021-07-30-0792112437-radiosubquestion%3Alist=question-2021-07-30-0792112437-radiosubquestion%2FThe+materials+are+unsuitable+for+piloting) | 0.63% |
| Not Answered | [909](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0792112437&came_from_title=Responses+by+Question&filters%2Fquestions%2F8cbeec2598%2Fsubpage.2021-07-29.8053984515%2Fquestion.2021-07-30.0792112437%2Fquestion-2021-07-30-0792112437-radiosubquestion%3Alist=question-2021-07-30-0792112437-radiosubquestion%2F__not_answered__) | 95.58% |

**Do you have any further feedback on the draft materials? If there was one thing you think would help make these materials easier to test in the pilot, what would it be?**

|  |  |
| --- | --- |
| [ANON-767U-4EXS-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EXS-W) | The AS 1.1 and 1.2 (internally assessed) are similar to standards that already exist. This makes it easier to interpret the kind of tasks and learning that can be used to support this. We would need to be careful though, that 'artefacts' of previous standards do not get brought through and applied to the new standards. This has been seen in NCEA changes that happened circa 2011/2013.  For AS1.3 the term Western Science needs consideration. This is not an inclusive term. Consider a term such as "The Nature of Science" which a lot of educators can already interpret. EN2 for Sci1.3 has a long list of bulletpoints, some of which are already covered in other standards. Consider having a shorter list so teachers don't have to panic about rapidly covering content to prepare these students for the assessment (and defaulting back to rote-learning and similar cramming methods)  Sci1.4 does not seem fit for use and could create a sense of 'prove if this is right or wrong' and could facilitate biased thinking and racism. |
| [ANON-767U-4ER5-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4ER5-S) | The material in these proposed Assessments and learning guides will need a large amount of PD around how to present the Science curriculum with a Maori lens while keeping it as a mana enhancing endeavor. The is an extremely high chance that those who are being asked to incorporate Maori world views into the Science classroom will unknowingly do it in a way that mitigates the value of Maori world views.  This is because at its basis, Science is completely acultural, that is to say that looking at science from different cultural perspectives does nothing to change the way that the science should be read.  For the introduction of this content to be successful there needs to be and extremely available source of Professional Development, to help educators provide this new way of teaching Science in a way that respects the mana of Maori perspective and doesn't just include Maori knowledge in a tokenistic way.  I am extremely apprehensive that our Science teaching force are the right people to be teaching Maori culture as it is an area in which we have NO education. |
| [ANON-767U-4EJ5-H](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EJ5-H) | There is no standard that covers Human Biology. There needs to be a lot more about the human body within science. In Maori tradition, humans are highly regarded and I'm disappointed to see that in this NCEA revamp to incorporate Maori culture, the human body is completely wiped out from Science, Biology, or Health. |
| [ANON-767U-4EC8-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EC8-D) | external exemplars more internal exemplars what does level two look like lack of foundational content for senior sciences particularly physics - mechanics. |
| [ANON-767U-4EG5-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EG5-E) | I have some reservations about how 1.3 and 1.4 will be assessed fairly, particularly with a narrow 2 week time frame in which students can form an appropriate response to material for assessment, and especially in a year which may well see the continued influence of Covid. |
| [ANON-767U-4EWU-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EWU-X) | More working examples to deliver or introduce to students. Exemplars of what the finished product may look like |
| [ANON-767U-4EWP-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EWP-S) | Please define ALL uses of Te Reo Māori used in all documentation (such as in brackets as the terms are used). If the goal of written documentation is to communicate ideas, then the terms should be defined when used for the vast majority of readers who will not be fluent in Te Reo Māori. Checking maoridictionary.co.nz slows down the reading and is often still not clear as many words have multiple definitions and the intended meaning is not apparent. Thank you. |
| [ANON-767U-4E76-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4E76-Y) | This whole process should have been back-mapped from university through Level 3, 2 and 1. Not stand alone L1 as a start. |
| [ANON-767U-4E7Y-2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4E7Y-2) | I need more guidance about how to teach Matarunga and Science together, examples of lessons/activities, access to experts to help me find my local history and to weave in my Pacific learners also. I would like to hear feedback from the pilot schools about how they found it was with the large standards, which are lacking detail and direction on how to teach them. I would like to know how to get my low literacy learners ready for a 120minute CAT (exam by another name) when I have always offered a fully internal course for these learners. |
| [ANON-767U-4E7S-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4E7S-V) | Please don't group together all scientific knowledge built up outside of matauranga Putaio as 'Western Science'. There are many scientists all over the world who are contributing or have contributed to this body of knowledge. The term is not accurate and is dismissing their work. There are many aspects included in this subject area that are a better fit in Social Studies rather than Science |
| [ANON-767U-4EU8-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EU8-Y) | From what we have seen this morning visiting a school who has piloted the L1Science standards this year, we feel that there needs to be assessment schedules supplied with each task. It is difficult to support students with the level of content expected in an answer when this is not clear to the teacher. There also needs to be more sample exemplars for teachers to begin to come to grips with the content that is required. The emphasis on literacy at the expense of content knowledge is of great concern. The explanatory notes do not make it explicit as to what is going to be assessed and what is outside of the expectations of the standard. |
| [ANON-767U-4EU3-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EU3-T) | From what we have seen this morning visiting a school who has piloted the L1Science standards this year, we feel that there needs to be assessment schedules supplied with each task. It is difficult to support students with the level of content expected in an answer when this is not clear to the teacher.  There also needs to be more sample exemplars for teachers to begin to come to grips with the content that is required.  The emphasis on literacy at the expense of content knowledge is of great concern.  The explanatory notes do not make it explicit as to what is going to be assessed. |
| [ANON-767U-4EU5-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EU5-V) | More exemplars and especially assessment schedules so that we can see what work by level 1 students would look like. There seems to be some lack of understanding and or clarity on what some of the Achievement standards are actually assessing.  From what we have seen this morning visiting a school who has piloted the L1Science standards this year, we feel that there needs to be assessment schedules supplied with each task. It is difficult to support students with the level of content expected in an answer when this is not clear to the teacher.  There also needs to be more sample exemplars for teachers to begin to come to grips with the content that is required.  The emphasis on literacy at the expense of content knowledge is of great concern.  The explanatory notes do not make it explicit as to what is going to be assessed and what is outside of the expectations of the standard. |
| [ANON-767U-4EUH-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EUH-F) | From what we have seen this morning visiting a school who has piloted the L1Science standards this year, we feel that there needs to be assessment schedules supplied with each task. It is difficult to support students with the level of content expected in an answer when this is not clear to the teacher. There also needs to be more sample exemplars for teachers to begin to come to grips with the content that is required. The emphasis on literacy at the expense of content knowledge is of great concern. The explanatory notes do not make it explicit as to what is going to be assessed. |
| [ANON-767U-4EB8-C](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EB8-C) | The materials are all quite wordy without giving definite examples or contexts. The heavy weighting towards Nature of Science makes it hard to assess standards as contexts are hinted out without scientific concepts or skills defines. By assessing qualitative levels judgement is incredibly varied, tasks are varied and the consistency of assessment is lost. I am still a firm believer these documents should be curriculum level and not assessment. You are driving teaching and learning (and pedagogy) through assessment. |
| [ANON-767U-4EZY-5](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EZY-5) | I would like to see a clear statement as to whether this course is seen as appropriate preparation for level 2 specialists sciences - or if a school should be directing students to chem/bio and/or phys/ESS instead.  Additionally, is it envisaged that two chemistry standards could be combined with two physics standards? |
| [ANON-767U-4ETR-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4ETR-R) | More clarification of both external standards on what possible "Worlds" they will be delivered in. How will teachers know what prepartory teaching will be required? |
| [ANON-767U-41SV-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41SV-7) | Examples of what the external assessments might be |
| [ANON-767U-41AR-H](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41AR-H) | Improvement needed in terms of fleshing out the assessment criteria/schedule  The idea of multi-modal communication is attractive but also needs to be realistic, with a clear understanding of how these might be assessed and evidenced.  Great pedagogic approach as it addresses cross-curricular and multi-modal approaches....as well as current relevant problem-solving in communities (potentially connecting with iwi)  It allows for the students to be taught and apply their knowledge over a longer course of time, thereby also allowing for the remediation of work.  It deals with current socio-scientific problems and could be the key to help solve these.  With a greater proportion of assessment being external – we have some concerns over how this will suit English language learners who need more time to comprehend assessment tasks and formulate their answers.  We need professional development. The resources are not enough to get us confident in Matauranga Maori |
| [ANON-767U-41HS-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41HS-S) | The internals look as though they would provide good scope and flexibility in programs which is really good. 1.3 external looks as though it will provide a fair assessment showing how science ideas change over time, which is also important. However 1.4 is unsuited to be assessed as a closed book exam - more suited to an assessment that would allow students to verify the subject material, as they would in a real life situation. |
| [ANON-767U-4164-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4164-8) | I like the focus on NoS but have concerns that a student taking all 4 Science standards will miss subject-specific content knowledge that will be required for Level 2 Chem/Bio but without seeing draft level 2 standards, it's impossible to know!  On the flip side, is there a reason that these NoS aspects are not pushed at Y9-10 as some aspects such as how scientific ideas develop, seem challenging to assess? I think that in many schools Y9-10 is used as training for NCEA when engagement in science could be maintained rather than studying atoms in Y9, Y10, Y11... |
| [ANON-767U-416W-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-416W-B) | There needs to be adequate resourcing to support kaiako teaching 'mauri' and 'taiao' in science. The way 'mauri' and 'taiao' are used in the assessment schedule and course outlines are different to that of meanings outlined in Maori dictionaries. Are we distorting the meanings of these words as it is understood in Te Ao Maori in these redesigned standards? How can I judge student work on whether they "Link the microorganism to the mauri of the taiao" if I do not understand it completely? Is there going to be adequate resourcing for staff to be confident enough to teach Matauranga Maori in science. Look at the recent article published in the Listener by UOA professors stating that Matauranga Maori as 'not science'. If they are both considered different knowledge systems then why are we weaving both together or simply replacing some terms with Maori words (with their meanings being distorted anyway) in the new standards. How are we going to make sure we honor Te Tiriti authentically in these new standards? |
| [ANON-767U-416R-6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-416R-6) | The material lacks aspirations for further learning because the L2 and L3 Science learning programme has not been published. Therefore it is difficult telling our students where the course leads to. And what knowledge they will be required to learn so that it matches with their personal goals and aspirations |
| [ANON-767U-415K-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-415K-X) | Need clarification regarding options for standards for a year course. Do we have to plan a year from a particular subject line choice (science, bio/chem, phy/ESS, ag/hort), or can we mix & match from each subject line? Mixing standards would provide greater flexibility for developing courses for a range of different student abilities. Would also like to have an idea about the standards potentially available for levels 2 & 3 for each of the science courses. Also would like clarification regarding what common assessment tasks & external exams would look like. |
| [ANON-767U-41QA-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41QA-G) | From the 3 course outlines, the 3rd one is quite different compared to the other two. Far more challenging and higher order thinking than the other 2. |
| [ANON-767U-41EQ-M](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41EQ-M) | Science 1.1 and 1.2 are fairly good with reasonable resources, but the externals 1.3 and 1.4 need a lot of work done and guidance regarding the assessment process |
| [ANON-767U-41E5-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41E5-R) | I like the resources available for 1.1 and 1.2, but would like to see examples of student work to relate the concepts to knowledge that is required to be demonstrated. There is not much information, guidance and examples for 1.3 and 1.4 and this prevents us from making any progress in development of new programs for 2023. Please provide examples of unfamiliar texts that the students would be assessed on and student work related to these concepts. |
| [ANON-767U-41FU-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41FU-S) | Despite the fact that I am not part of the new trialed standards in my school I already feel stressed regarding these new standards. Even knowing I need to fill in this survey and to be able to do it properly and read through ALL the information released on the website with such a short deadline has meant I have spent several hours reading, re-reading and then discussing with teachers in the departments. I get the need for this constant feedback however I almost feel like there needs to be trials now before we give further feedback as this has taken a significant amount of work taken to complete this.  Workload: Level 1 Science standards with the changes to the new standards and the ability to see what the assessments will look like the workload for teachers in the Science area will increase.   Our current course has 3 externally assessed standards for 12 credits in total 60% and 2 internally assessed standards for 8 credits 40%. With the current layout of new standards and the way they are assessed only 1 standard is externally assessed, creating an increase from 40% internal loading to 75%. While the standard assessed by common assessment activity is classified on the website as “external” it has a window of assessment indicating that it will be assessed mid year at the end of term two. In order to get the whole nations papers marked within a 2 week window moderated and benchmarked to meet profiles of expected performance then it can be assumed that panel leaders and panels will be employed to mark a large quantity of papers over the school holidays. Or the marking will be pushed back onto schools with NZQA moderating a sample of them to ensure consistency between schools. Either way the workload is not decreased externally but just shifted midyear into a window where teaching staff are less available where duties and expectations are higher than at the end of the year. Even if NZQA managed to find enough markers for the whole Level 1 cohort outside of the current teaching staff for the common assessment task then internal assessment has still increased from 40% to 50% with 10 internal and 10 “external” credits.  Effects on school structure / student and staff wellbeing If common assessment tasks as “external assessment” are assessed at the end of term 2 are rolled out nationwide then it will create half year assessment structures for all schools and effectively double the amount of high stakes assessment windows. This is due to the quantity of assessments that will need to be assessed in a short time. This will have implications for how schools are structured in order to manage student wellbeing and staff wellbeing as the associated workload and pressure with multiple assessments are pushed into a similar and compressed window. While consolidation of these assessments into the end of term 2 spreads the term 4 load and moves them away from being spread out over the term it does create a pressure spike for students and staff.  Derived grades - how will common assessment task work in regards to those who miss the assessment given any previous practise assessments will be related to a different context? Will there be a practise version for earlier in the year to use for derived grades? Or do these students just get an average grade from other assessment opportunities throughout the year. |
| [ANON-767U-41K3-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41K3-V) | Level 1 Science standards - Work Load With the changes to the new standards and the ability to see what the assessments will look like the workload for teachers in the Science area will increase. There is a huge amount of work to be done to develop the standards. The amount of assessment, tracking and feedback required by teachers have increased with these changes. Teachers are going to have to be able to teach material they no longer have an expertise on, and there is no clear outline on what is different for achieve, merit, excellent. Another increase in teacher workload is making sure all standards have a direct link to the school iwi, limited support has been provided or will be by the MOE. No money has been provided to help reward/pay for the help by local iwi. Our current course design has 3 externally assessed standards for 12 credits in total 60% and 2 internally assessed standards for 8 credits 40%. With the current layout of new standards and the way they are assessed only 1 standard is externally assessed, creating an increase from 40% internal loading to 75%. While the standard assessed by common assessment activity is classified on the website as “external” it has a window of assessment indicating that it will be assessed mid year at the end of term two. In order to get the whole nations papers marked within a 2 week window moderated and benchmarked to meet profiles of expected performance then it can be assumed that panel leaders and panels will be employed to mark a large quantity of papers over the school holidays. Or the marking will be pushed back onto schools with NZQA moderating a sample of them to ensure consistency between schools. Either way the workload is not decreased externally but just shifted midyear into a window where teaching staff are less available where duties and expectations are higher than at the end of the year. Even if NZQA managed to find enough markers for the whole Level 1 cohort outside of the current teaching staff for the common assessment task then internal assessment has still increased from 40% to 50% with 10 internal and 10 “external” credits.  Effects on school structure / student and staff wellbeing If common assessment tasks as “external assessment” are assessed at the end of term 2 are rolled out nationwide then it will create half year assessment structures for all schools and effectively double the amount of high stakes assessment windows. This is due to the quantity of assessments that will need to be assessed in a short time. This will have implications for how schools are structured in order to manage student wellbeing and staff wellbeing as the associated workload and pressure with multiple assessments are pushed into a similar and compressed window. While consolidation of these assessments into the end of term 2 spreads the term 4 load and moves them away from being spread out over the term it does create a pressure spike for students and staff. There is nothing about transitioning students from one school to another, what would happen to students who are at Health School or satellite learning, if they miss the common assessment task 1.3 in term 2, how do we catch them up?  How do we do derived grades for students who miss the externals or common assessment task |
| [ANON-767U-415H-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-415H-U) | We haven't seen the actual draft materials in detail. The externals in particular for Science, Chemistry and Biology, Physics and AgHort need clarification. Will the context teachers choose for their courses fit with the externals? How will the CAAs look? What will the examinations look? |
| [ANON-767U-412M-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-412M-W) | The materials for L1 Science - general course are awesome! They focus on some real, key skills that students need to develop to achieve well in leve 2 and 2 Sciences, plus be global 'science' citizens.  However, what has happened with the other two course options? Biology and Chem, Physics and ESS.. these have resorted back to the rigid, content heavy nature of traditional teaching. There is no fusing of knowledge/concepts/cpntexts bewteen the two specialist subjects, making the standards very silo-ed. This doesn't introduce the students to real-world science at all and show them that there is an overlap within the sciences. I like the idea of joining the specialist subjects to make a combined course but I think the standards are missing a great oportunity to develop exciting and engaging contexts. What is the point of having the two courses if you are literally just teaching two bio standard, two chem standards, two phy etc. You may as well leave it as it is and allow schools more flexibility in what they do. I think the general science course was on the right track and allows lots of flexibility for teachers and schools to create engaging, real world contexts - the other courses should be made with the same courage and innovativeness! |
| [ANON-767U-41AB-1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41AB-1) | Setting mātauranga Māori as a contrast to "Western Science" is wrong. Science is Science, there is no "Western". Either something is Science or it is not. Science is evidence based. Many aspects of mātauranga Māori are evidence based (e.g. navigation systems, use of celestial calendars etc) and can readily fall within the Science discipline, but many are not. Many aspects of mātauranga Māori are spiritual\mythological - they have value but are clearly not Science and it is not appropriate to integrate these into a Science course. |
| [ANON-767U-412S-3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-412S-3) | There is so much literacy in the assessments. There is so much work for teachers and for students. I don't see how this is going to help the students' or teachers' workload or stress levels. |
| [ANON-767U-41U6-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41U6-9) | I strongly object to the proposed materials. Specifically, as an atheist I take issue with the presentation of matauranga Maori alongside the bodies of scientific knowledge, where a significant portion of the former is drawn from a system beliefs which are very often unsupported by any empirical data, and have more in common with spirituality and religion than with the contemporary understanding of science.  Matauranga Maori is indeed a body of knowledge, and clearly has great value to Maori, however it does not have the same requirements as contemporary science and should not be presented alongside them. For something to be accepted and become published as current understanding a scientist or scientific group has to collect data which, along with the method by which that data was obtained and the analysis thereof, will be peer reviewed by experts in that field before it being published. And even after it being published, those finding will be subjected to criticism and attempts to replicate the results before eventually a consensus will be formed.  From https://www.epa.govt.nz/assets/Uploads/Documents/Te-Hautu/Matauranga-Maori-Report\_Companion-Guide.pdf:  "Mātauranga...is essentially a system of knowledge and understanding about Māori beliefs relating to creation, the phases of creation and the relationship between atua (supernatural guardians), and tangata (mankind). This relationship or whakapapa (genealogy) determines the way people behave in the context of their environmental ethnical practices”  And: "Mātauranga has a strong oral tradition – it is transmitted in a variety of forms, including whakapapa, waiata, haka, whakataukī, pūrākau, kōrero tuku iho, and whakairo."  So a body of knowledge, passed down orally relating beliefs about creation, atua (gods) and mankind. How can any of this be validated or disputed? How can there be any discussion about it without claims of racial insensitivity? There is no way - we just have to accept it as true or not, in other words we would need to accept it on faith which is the definition of religion.  I would refer you to: https://www.hrc.co.nz/files/9414/2387/8011/HRC-Religion-in-NZ-Schools-for-web.pdf "The Education Act 1964 (Section 79) requires student participation in religious instruction or observance to be voluntary. This is achieved by allowing pupils to opt out, that is to not be present at the place and time when observance or instruction is taking place."  How do you propose to teach a syllabus where there are large sections that would fall under the category of religious instruction and which I for one would most definitely want my children to be opted out from? |
| [ANON-767U-4EP7-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4EP7-S) | It would be good to see samples of how these standards link through to the proposed assessment at levels 2 and 3 across all of the proposed science subjects. |
| [ANON-767U-41TT-6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41TT-6) | Provision of Specific contextual examples to give a clearer idea as to what Mauri, Pūrākau, te ao Māori , etc mean, and how they are intended to be used in this context. Clearer guidelines as to when and what pre assessment is to be provided |
| [ANON-767U-414C-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-414C-N) | Every time I went to the website the tabs at the top were not accessible - therefore the only resources I have to give feedback on are the printed sheets from our cluster group at the accord day |
| [ANON-767U-41T8-A](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-41T8-A) | Workload: Level 1 Science standards with the changes to the new standards and the ability to see what the assessments will look like the workload for teachers in the Science area will increase. Our current course design has 3 externally assessed standards for 12 credits in total 60% and 2 internally assessed standards for 8 credits 40%. With the current layout of new standards and the way they are assessed only 1 standard is externally assessed, creating an increase from 40% internal loading to 75%. While the standard assessed by common assessment activity is classified on the website as “external” it has a window of assessment indicating that it will be assessed mid year at the end of term two. In order to get the whole nations papers marked within a 2 week window moderated and benchmarked to meet profiles of expected performance then it can be assumed that panel leaders and panels will be employed to mark a large quantity of papers over the school holidays. Or the marking will be pushed back onto schools with NZQA moderating a sample of them to ensure consistency between schools. Either way the workload is not decreased externally but just shifted midyear into a window where teaching staff are less available where duties and expectations are higher than at the end of the year. Even if NZQA managed to find enough markers for the whole Level 1 cohort outside of the current teaching staff for the common assessment task then internal assessment has still increased from 40% to 50% with 10 internal and 10 “external” credits.   Effects on school structure / student and staff wellbeing If common assessment tasks as “external assessment” are assessed at the end of term 2 are rolled out nationwide then it will create half year assessment structures for all schools and effectively double the amount of high stakes assessment windows. This is due to the quantity of assessments that will need to be assessed in a short time. This will have implications for how schools are structured in order to manage student wellbeing and staff wellbeing as the associated workload and pressure with multiple assessments are pushed into a similar and compressed window. While consolidation of these assessments into the end of term 2 spreads the term 4 load and moves them away from being spread out over the term it does create a pressure spike for students and staff.  Flexibility With regards to flexibility as the standards now have tagged assessment windows the opportunity to flexibly design courses has been nullified. It has moved to a one course for all approach. This reduces the capacity for schools or departments to arrange the learning to suit the needs of the students in conjunction with the community it serves. For large metropolitan schools such as those in Auckland it will create pressure points on community based providers for activities such as fieldtrips, guest lecturers, activity based learning and others as many schools will be asking for fieldtrips at the same time to line up with their learning programme.  Outlines While the outlines suggest holistic approaches in line with the intent of the refresh they read more as a brainstorm of community linked possibilities rather than a well-constructed learning plan covering the specific learning outcomes/ success criteria/ content coverage required and related resources required to support such a programme. With the high incidence of out of the classroom learning suggested it seems teachers are been shifted sideways from leaders of learning to fill the gap in the travel agent/facilitators of movement industry.  Iwi links While aspirationally the intent to reflect the bicultural partnership in the education system is a virtuous one and foundational to the bedrock of the NZ constitutional paradigm the resourcing and relational links are years away from the depth required to fulfil a sliver of the vision of the outlines provided. Rather a more pragmatic 10year plan needs to be put in place for the development of this kind of initiative. More than that significant financial resourcing needs to be put in place to create the people resource to support this. Recommend 1 paid position for an Iwi/Maori liaison to ten teacher ratio for this to be effective in the short and long term. Teachers want to do the best and to follow through with this massive challenge but will be heading down this road without support in place and be worried about coming off as tokenistic until such support is there for it to become authentic. Other conundrums created in this area include the following with related questions attached to each issue. Schools may also have no clear “iwi” for the area: what is the process schools, departments and teachers have to follow to identify the iwi(s) that are connected to the school. Iwi have been tasked with an obligation to support this vision but no resources to support their servitude: how is the government going to ensure their expected goodwill doesn’t sour into bitter entrapment? Schools may have many Maori students from different backgrounds or belief systems: Does the iwi for the area represent the iwi of the students in the school or match their beliefs and values or even worldview.  Worldview conflict/ a non-secular education system The current school system is secular in nature the changes to the standards now mean it cannot be classified as such and now carries a spiritual worldview that needs to be taught specifically and explicitly and in conjunction with any worldview associated with any subject area. For science as a subject it has a materialistic only worldview due to the fact that science by definition or nature can only invoke material explanations for any interpretations or conclusions of data. However, the following quote from https://ncea.education.govt.nz/science/science?view=learning  “When we incorporate mātauranga pūtaiao into our programmes of learning it is important to avoid inserting it in, or comparing it to western science. The two world views and bodies of knowledge are separate and need to be considered separately. One should not be given greater status than the other – both have authority.” indicates that teachers will be put in an awkward position to be expected to teach two different worldviews, where either one or both of which they may not be able to understand the deep foundations of those worldview(s). This understanding if lacking will cause difficulties for the teacher in being able to respectfully elaborate on the views asserted and the reasons for them in response to any questions or depth required in the unpacking of the implications of the worldview. 1.3 By learning about the evolution of scientific knowledge over time, students come to see science as a dynamic process, a useful tool in understanding our world and influenced by the socio-cultural environment of the time. They will come to better understand a scientific world view and a matauranga Māori world view, being careful not to pit one worldview against another. At the same time we are entreated to not pit one worldview against the other.  To assert that the teacher should avoid comparing the worldviews is respectfully impossible if you are asking the teacher to teach them simultaneously, concurrently and asking them to be considered separately. Students at high school age are often considering and formalising their worldviews and thus are seeking to find the most valid worldview for them based on objective data or subjective interpretations or relational osmosis. The assessment schedules posted so far indicate that the assessment of this worldview or understanding of the science and its implications within the light of the worldview is of equal importance to the actual scientific concepts or content taught. It is no longer the content, concepts, skills or knowledge that is assessed rather the process of how to interpret it according to two different worldviews. The irony is that some assessment schedules give students a choice of worldview 1.2 Some students may have a dilemma when their family response to an issue differs from a science-informed response. While they cannot be penalised for honestly stating their view, to gain credit in this Standard they need to be able to articulate a science or mātauranga pūtaiao position.  Or to be expected to explain both 1.3 By learning about the evolution of scientific knowledge over time, students come to see science as a dynamic process, a useful tool in understanding our world and influenced by the socio-cultural environment of the time. They will come to better understand a scientific world view and a matauranga Māori world view, being careful not to pit one worldview against another. Or to make a judgement about what is pseudoscience.  1.4 Through understanding the principles underpinning investigation in science and mātauranga pūtaiao, and the way knowledge develops over time, students have a means of identifying bogus claims and pseudoscience. Being able to apply the critical tools of science and mātauranga pūtaiao will help them not to take online information at face value, so they will not be fooled by messages like “vaccination is bad” and “5G will fry our brains.”  The range across the different standards in this aspect puts the teacher in a difficult position. We will be teaching them 1.1 “there are many ways to find the truth in a situation” 1.2 “you can choose your worldview on certain issues” 1.3 “you have to explain both worldviews but not pit them against each other” 1.4 “you have to make a judgement about what is valid according to both worldviews even though the two worldviews may differ in some areas while not comparing them (no venn diagrams) or pitting them against each other or following the process we taught you in 1.1”  Skill/Resource based assessment The move towards resource based assessment is a move away from a knowledge rich curriculum and the associated skill base. This is a move towards top down assessment looking at the high end of conceptual understanding but without clear unpacking of the specific content that students will need to unpack. Bloom’s taxonomy or solo taxonomy imply the opposite direction from facts to skills to evaluation and higher order connected understanding up to creative approaches within a consistent worldview. How can you expect students to unpack their worldview and the implications of the significance of the details of the parts if they have not had the time to become familiar with the nature of each part or fact. Bearing in mind each fact or part of their learning has to be evaluated from two different worldviews implying two definitions. Developmentally young children who grow up in bilingual households take longer to develop their language skills in the same way you are asking them to develop two different worldviews without giving them the extra time to process them all while asking the teachers to not compare while they process. Teachers will have to teach everything as students could be assessed on anything and will need to understand the concepts and or skills and be able to apply them in an unfamiliar setting. Sounds like we are going back to school certificate.  All of the above implies that significant amendments need to be made before piloting. |
| [ANON-767U-4146-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4146-8) | In the Science learning matrix, there seemed to be twice as much biology content as there was physics, chemistry, or earth and space science. It was unclear why. Unless there is a strong reason why that is clearly articulated, this seems to imply that biology is the most important. I am definitely not sure I support this view. I would suggest that having a some environmental science (which is already included although not named) is more important than a double focus on biology. |
| [ANON-767U-4SVW-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4SVW-D) | We are concerned with the total breadth each standard covers which will either make it quite prescriptive and/or take up more time. We currently see our science classes four periods a week and have concerns that in the current format that four standards would take the entire year with no time to engage with students other interests etc |
| [ANON-767U-4SV5-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4SV5-B) | Good to see the reference to 'western science' removed from most materials. However, it's still frequently used in the 'What is Science About?' information. |
| [ANON-767U-4SSM-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1646015713&user_id=ANON-767U-4SSM-Z) | exemplars of student work from the already piloted schools would be helpful- especially around expected levels at A M E. |

**Do the sample Course Outline(s) exemplify how the Significant Learning can form a coherent years’ programme with opportunities to assess the 4 Standards? (Do they show how a course could be taught across a year in the subject? Remember these can be adapted to your own context.)**

| Option | Total | Percent |
| --- | --- | --- |
| The Course Outline(s) are useful examples | [10](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615606.56-23448&came_from_title=Responses+by+Question&filters%2Fquestions%2F46ac475047%2Fsubpage.2021-07-29.1060948188%2Fpasted-question-1627615606.56-23448%2Fpasted-question-1627615606.56-23448-1627615606.79-31958%3Alist=pasted-question-1627615606.56-23448-1627615606.79-31958%2FThe+Course+Outline%28s%29+are+useful+examples) | 1.05% |
| The Course Outline(s) are unclear or do not contain enough information | [3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615606.56-23448&came_from_title=Responses+by+Question&filters%2Fquestions%2Fa6b421304e%2Fsubpage.2021-07-29.1060948188%2Fpasted-question-1627615606.56-23448%2Fpasted-question-1627615606.56-23448-1627615606.79-31958%3Alist=pasted-question-1627615606.56-23448-1627615606.79-31958%2FThe+Course+Outline%28s%29+are+unclear+or+do+not+contain+enough+information) | 0.32% |
| The Course Outline(s) are too similar to show multiple ways a course could be constructed | [2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615606.56-23448&came_from_title=Responses+by+Question&filters%2Fquestions%2F5e5b94b24b%2Fsubpage.2021-07-29.1060948188%2Fpasted-question-1627615606.56-23448%2Fpasted-question-1627615606.56-23448-1627615606.79-31958%3Alist=pasted-question-1627615606.56-23448-1627615606.79-31958%2FThe+Course+Outline%28s%29+are+too+similar+to+show+multiple+ways+a+course+could+be+constructed) | 0.21% |
| The Course Outline(s) are not useful | [2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615606.56-23448&came_from_title=Responses+by+Question&filters%2Fquestions%2F0153b15998%2Fsubpage.2021-07-29.1060948188%2Fpasted-question-1627615606.56-23448%2Fpasted-question-1627615606.56-23448-1627615606.79-31958%3Alist=pasted-question-1627615606.56-23448-1627615606.79-31958%2FThe+Course+Outline%28s%29+are+not+useful) | 0.21% |
| Not Answered | [934](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615606.56-23448&came_from_title=Responses+by+Question&filters%2Fquestions%2Ffeb557634b%2Fsubpage.2021-07-29.1060948188%2Fpasted-question-1627615606.56-23448%2Fpasted-question-1627615606.56-23448-1627615606.79-31958%3Alist=pasted-question-1627615606.56-23448-1627615606.79-31958%2F__not_answered__) | 98.21% |

**Do the Course Outline(s) demonstrate how teaching and learning could be grounded in mātauranga Māori?**

| Option | Total | Percent |
| --- | --- | --- |
| The course outline(s) demonstrate this clearly | 0 | 0.00% |
| The course outline(s) demonstrate this to some extent | [11](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615657.35-38970&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc0102fbf68%2Fsubpage.2021-07-29.1060948188%2Fpasted-question-1627615657.35-38970%2Fpasted-question-1627615657.35-38970-1627615657.6-78006%3Alist=pasted-question-1627615657.35-38970-1627615657.6-78006%2FThe+course+outline%28s%29+demonstrate+this+to+some+extent) | 1.16% |
| The course outline(s) do not demonstrate this | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615657.35-38970&came_from_title=Responses+by+Question&filters%2Fquestions%2F4c4d6f8d82%2Fsubpage.2021-07-29.1060948188%2Fpasted-question-1627615657.35-38970%2Fpasted-question-1627615657.35-38970-1627615657.6-78006%3Alist=pasted-question-1627615657.35-38970-1627615657.6-78006%2FThe+course+outline%28s%29+do+not+demonstrate+this) | 0.63% |
| Not Answered | [934](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627615657.35-38970&came_from_title=Responses+by+Question&filters%2Fquestions%2F96d8428cd5%2Fsubpage.2021-07-29.1060948188%2Fpasted-question-1627615657.35-38970%2Fpasted-question-1627615657.35-38970-1627615657.6-78006%3Alist=pasted-question-1627615657.35-38970-1627615657.6-78006%2F__not_answered__) | 98.21% |

**Do you have any further feedback on the Course Outline(s)?**

|  |  |
| --- | --- |
| [ANON-767U-4EC8-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-4EC8-D) | don't cover foundational skills needed for senior science subjects, heavily loaded in one subject area but not all overarching topic for a whole year seems overwhelming. |
| [ANON-767U-4E76-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-4E76-Y) | This is not well thought out, meets the minority and dumbs down the majority. Contexts are not useful in or out of New Zealand. NZQA have not published exactly what they are changing and why and leave parents in the dark therefore get no negative responses or feedback until it is too late. All parents I have spoken to are not happy and are thinking of alternative academic pathways such as Cambridge exams or IB. NCEA will not be valued. |
| [ANON-767U-4E7Y-2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-4E7Y-2) | I would like more detail and samples for these course outlines. While I am exciting about teaching new concepts, I am very unsure about what the learning is leading towards so could not with confidence create a unit of work at this stage. In particular I would like to see more guidance around how to incorporate Matarunga into Chemistry and Physics, as Biology and NOS seems like an easier and more natural progression. |
| [ANON-767U-4EU4-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-4EU4-U) | Course Outline Sci1 and Sci2 both have considerable overlap with the CB and PES standards. This would make using these courses incompatible with students doing the other standards at the same time. Unless 'double dipping' is to be re-allowed whereby students can study a big idea OF science such as Genetics and get the CB1.3 external, PES 1.4 forces motion and energy, and CB1.2 &1.4 for chemical reactions and properties (all of which are covered in the Sci Course Outlines) and get both those 20 credits, plus the 20 credits from the Big Ideas ABOUT Science of the Science standards? This is what the curriculum re-alignment of 2011-2013 worked to eliminate by removing the Science standards, and ensuring there were exclusions between standards with similar content e.g. Sci 1.2 & P1.3 (Electricity and Magnetism) Science Course Outline Two has been written with different big ideas of science in mind (although still doubles up on DNA structure) |
| [ANON-767U-4EB8-C](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-4EB8-C) | mātauranga Māori is poorly defined and it is questionable if the links are valid. A good example is Mauri - I do not believe a student should be discussing a concept linked to a creation story in science.  Our school will not be using all the standards, we will be mixing standards across the L1 sciences. I do not see the outlines as being realistic, nor well researched. The learning hub should not be a NZQA defacto resource bank. |
| [ANON-767U-41AR-H](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-41AR-H) | What we liked about the course outlines: Course outline is detailed  Cross curriculum – this allows for draw from knowledge of other subject areas and allows students to see that science is interconnected  It is more centred around issues relevant to our students and our society today.  More skill-based learning  It naturally lends to the matauranga maori framework as it focuses on socio-scientific issues.  There are more opportunities for students to see what a real scientist does which will hopefully allow students to see themselves as scientists and encourage them into the STEM field  Exams spread over mid-year and end of year – means learners don’t have to revise so much at end of year and reduces pressure.    It does prepare students to become more confident at evaluating and will be more agentic   Our concerns: The idea of multi-modal communication is attractive but also needs to be realistic, with a clear understanding of how these might be assessed and evidenced.  The courses do seem very biology heavy which is concerning as it might not prepare students for level 2/3 chemistry and physics (if the courses are more content focused in levels 2 and 3)  Each course suggestion seems to focus on a different part of physics e.g course 2 focuses more on mechanics ware as course three focuses more on electricity. Traditionally we have always covered both  For chemistry only the basics are covered e.g matter which is already covered in our junior program |
| [ANON-767U-41QA-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-41QA-G) | Was not clearly stated how matauranga Maori fitted in within all contexts given. We thought it would be more interwoven and guidance given. Course outline 2 seemed to be more directed towards teaching and leanring demonstration. |
| [ANON-767U-41E5-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-41E5-R) | Guidance on timelines would be more useful and how practice assessments (developing the confidence to tackle assessments relating to what they learn) can be imbedded within the learning (for feedback to students so they can develop their skills as we go). |
| [ANON-767U-41EZ-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-41EZ-W) | To plan implementation of the level 1 course we need more information on what level 2 and level 3 will require.  Can we package different AS together to make a course, such as Chem and Bio 1.4 with Physics ESS 1.4  Past experience has shown that urban centers get more information and professional development than rural areas. Will this continue to be the case. |
| [ANON-767U-41KV-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-41KV-Y) | These are useful examples, however do not highlight how assessment can be fair and equitable while following this scheme. |
| [ANON-767U-415H-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-415H-U) | Are we able to choose standards from the different subjects? e.g. Sci 1.1 with chem/bio 1.2 with chem/bio 1.3 with Physics 1.4? Or do we have to choose a horizontal line, e.g. all Science 1.1, 1.2, 1.3, 1.4. It would be great to be able to mix and match in order to cater to each particular student cohort. Do we have to do 2 internals and 2 externals? |
| [ANON-767U-4146-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-4146-8) | The first course outline did an excellent job of showing how mātauranga pūtaiao and science could be included in this course, including with suggested case studies. While the other course outlines were very good, the commitment to valuing mātauranga pūtaiao and science equally did not show through as there was not much mātauranga pūtaiao included. |
| [ANON-767U-4SVW-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-4SVW-D) | More explicit examples that are linked to each idea/concept listed on the course outline especially around the mātauranga Māori concepts. We just want to do this properly so more knowledge and understanding is better :) |
| [ANON-767U-4SSM-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627615674.2-95627&user_id=ANON-767U-4SSM-Z) | I wonder how realistic they are....there is quite a bit of content expected to be taught but no assessing of understanding or retention of that content or even application of it....as we are preparing for externals that are common assessment tasks in a possibly an unfamiliar context. |

**Is this Achievement Standard [1.1] ready for piloting?**

| Option | Total | Percent |
| --- | --- | --- |
| The standard is ready for piloting | [10](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617689.64-97936&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd00b28c911%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617689.64-97936%2Fpasted-question-1627617689.64-97936-1627617689.92-4770%3Alist=pasted-question-1627617689.64-97936-1627617689.92-4770%2FThe+standard+is+ready+for+piloting) | 1.05% |
| The standard needs small amendments before piloting | [8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617689.64-97936&came_from_title=Responses+by+Question&filters%2Fquestions%2F1550c95f38%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617689.64-97936%2Fpasted-question-1627617689.64-97936-1627617689.92-4770%3Alist=pasted-question-1627617689.64-97936-1627617689.92-4770%2FThe+standard+needs+small+amendments+before+piloting) | 0.84% |
| The standard needs significant amendments before piloting | [11](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617689.64-97936&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd1af2a2c91%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617689.64-97936%2Fpasted-question-1627617689.64-97936-1627617689.92-4770%3Alist=pasted-question-1627617689.64-97936-1627617689.92-4770%2FThe+standard+needs+significant+amendments+before+piloting) | 1.16% |
| The standard is unsuitable for piloting | 0 | 0.00% |
| Not Answered | [922](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617689.64-97936&came_from_title=Responses+by+Question&filters%2Fquestions%2Fdcfc79d95f%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617689.64-97936%2Fpasted-question-1627617689.64-97936-1627617689.92-4770%3Alist=pasted-question-1627617689.64-97936-1627617689.92-4770%2F__not_answered__) | 96.95% |

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

| Option | Total | Percent |
| --- | --- | --- |
| The criteria are clear | [7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617713.61-16394&came_from_title=Responses+by+Question&filters%2Fquestions%2Fff23a9ae85%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617713.61-16394%2Fpasted-question-1627617713.61-16394-1627617713.92-2910%3Alist=pasted-question-1627617713.61-16394-1627617713.92-2910%2FThe+criteria+are+clear) | 0.74% |
| The criteria need some clarification | [14](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617713.61-16394&came_from_title=Responses+by+Question&filters%2Fquestions%2F6c36cd99f5%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617713.61-16394%2Fpasted-question-1627617713.61-16394-1627617713.92-2910%3Alist=pasted-question-1627617713.61-16394-1627617713.92-2910%2FThe+criteria+need+some+clarification) | 1.47% |
| The criteria need significant clarification | [8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617713.61-16394&came_from_title=Responses+by+Question&filters%2Fquestions%2F84dd76ce3d%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617713.61-16394%2Fpasted-question-1627617713.61-16394-1627617713.92-2910%3Alist=pasted-question-1627617713.61-16394-1627617713.92-2910%2FThe+criteria+need+significant+clarification) | 0.84% |
| Not Answered | [922](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617713.61-16394&came_from_title=Responses+by+Question&filters%2Fquestions%2F677be60e2b%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617713.61-16394%2Fpasted-question-1627617713.61-16394-1627617713.92-2910%3Alist=pasted-question-1627617713.61-16394-1627617713.92-2910%2F__not_answered__) | 96.95% |

**Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?**

| Option | Total | Percent |
| --- | --- | --- |
| Guidance is sufficient and clear | [8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617752.29-32339&came_from_title=Responses+by+Question&filters%2Fquestions%2F0d2d2f1d04%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617752.29-32339%2Fpasted-question-1627617752.29-32339-1627617752.49-7292%3Alist=pasted-question-1627617752.29-32339-1627617752.49-7292%2FGuidance+is+sufficient+and+clear) | 0.84% |
| Further detail is needed in the guidance | [17](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617752.29-32339&came_from_title=Responses+by+Question&filters%2Fquestions%2F3c96b2b620%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617752.29-32339%2Fpasted-question-1627617752.29-32339-1627617752.49-7292%3Alist=pasted-question-1627617752.29-32339-1627617752.49-7292%2FFurther+detail+is+needed+in+the+guidance) | 1.79% |
| Guidance is unclear | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617752.29-32339&came_from_title=Responses+by+Question&filters%2Fquestions%2F1fa7e7f7f3%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617752.29-32339%2Fpasted-question-1627617752.29-32339-1627617752.49-7292%3Alist=pasted-question-1627617752.29-32339-1627617752.49-7292%2FGuidance+is+unclear) | 0.42% |
| Not Answered | [922](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617752.29-32339&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb5fa457a05%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617752.29-32339%2Fpasted-question-1627617752.29-32339-1627617752.49-7292%3Alist=pasted-question-1627617752.29-32339-1627617752.49-7292%2F__not_answered__) | 96.95% |

**Could the Internal Assessment Activities for AS1.1 be used or adapted in your local context?**

| Option | Total | Percent |
| --- | --- | --- |
| I could use or adapt all 3 activities | [10](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617770.94-64584&came_from_title=Responses+by+Question&filters%2Fquestions%2F68ce3cdd90%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617770.94-64584%2Fpasted-question-1627617770.94-64584-1627617771.15-23037%3Alist=pasted-question-1627617770.94-64584-1627617771.15-23037%2FI+could+use+or+adapt+all+3+activities) | 1.05% |
| I could use or adapt 1 or 2 activities | [16](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617770.94-64584&came_from_title=Responses+by+Question&filters%2Fquestions%2F9f91322162%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617770.94-64584%2Fpasted-question-1627617770.94-64584-1627617771.15-23037%3Alist=pasted-question-1627617770.94-64584-1627617771.15-23037%2FI+could+use+or+adapt+1+or+2+activities) | 1.68% |
| I could not use or adapt any of these activities | [3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617770.94-64584&came_from_title=Responses+by+Question&filters%2Fquestions%2Ffa0795c8a3%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617770.94-64584%2Fpasted-question-1627617770.94-64584-1627617771.15-23037%3Alist=pasted-question-1627617770.94-64584-1627617771.15-23037%2FI+could+not+use+or+adapt+any+of+these+activities) | 0.32% |
| Not Answered | [922](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617770.94-64584&came_from_title=Responses+by+Question&filters%2Fquestions%2Fff464e33d5%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617770.94-64584%2Fpasted-question-1627617770.94-64584-1627617771.15-23037%3Alist=pasted-question-1627617770.94-64584-1627617771.15-23037%2F__not_answered__) | 96.95% |

**Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment? (Do they demonstrate appropriate Māori contexts for assessment? Do they provide guidance and support for teachers and students to engage with mātauranga Māori in assessment?)**

| Option | Total | Percent |
| --- | --- | --- |
| All 3 activities do this | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617792.11-69121&came_from_title=Responses+by+Question&filters%2Fquestions%2F3cba7fa299%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617792.11-69121%2Fpasted-question-1627617792.11-69121-1627617792.58-65646%3Alist=pasted-question-1627617792.11-69121-1627617792.58-65646%2FAll+3+activities+do+this) | 0.42% |
| 1 or 2 of the activities do this | [16](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617792.11-69121&came_from_title=Responses+by+Question&filters%2Fquestions%2F65dee29f04%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617792.11-69121%2Fpasted-question-1627617792.11-69121-1627617792.58-65646%3Alist=pasted-question-1627617792.11-69121-1627617792.58-65646%2F1+or+2+of+the+activities+do+this) | 1.68% |
| None of the activities do this | [8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617792.11-69121&came_from_title=Responses+by+Question&filters%2Fquestions%2F299573f53b%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617792.11-69121%2Fpasted-question-1627617792.11-69121-1627617792.58-65646%3Alist=pasted-question-1627617792.11-69121-1627617792.58-65646%2FNone+of+the+activities+do+this) | 0.84% |
| Not Answered | [923](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617792.11-69121&came_from_title=Responses+by+Question&filters%2Fquestions%2F61aab716e2%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617792.11-69121%2Fpasted-question-1627617792.11-69121-1627617792.58-65646%3Alist=pasted-question-1627617792.11-69121-1627617792.58-65646%2F__not_answered__) | 97.06% |

**Do the Internal Assessment Activities for AS1.1 support the engagement, access, understanding and participation of all learners?**

| Option | Total | Percent |
| --- | --- | --- |
| All 3 activities do this | [9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617820.26-85833&came_from_title=Responses+by+Question&filters%2Fquestions%2F5f43c94601%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617820.26-85833%2Fpasted-question-1627617820.26-85833-1627617820.48-33973%3Alist=pasted-question-1627617820.26-85833-1627617820.48-33973%2FAll+3+activities+do+this) | 0.95% |
| 1 or 2 of the activities do this | [13](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617820.26-85833&came_from_title=Responses+by+Question&filters%2Fquestions%2Fffcf4e2665%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617820.26-85833%2Fpasted-question-1627617820.26-85833-1627617820.48-33973%3Alist=pasted-question-1627617820.26-85833-1627617820.48-33973%2F1+or+2+of+the+activities+do+this) | 1.37% |
| None of the activities do this | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617820.26-85833&came_from_title=Responses+by+Question&filters%2Fquestions%2F81396513db%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617820.26-85833%2Fpasted-question-1627617820.26-85833-1627617820.48-33973%3Alist=pasted-question-1627617820.26-85833-1627617820.48-33973%2FNone+of+the+activities+do+this) | 0.63% |
| Not Answered | [923](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627617820.26-85833&came_from_title=Responses+by+Question&filters%2Fquestions%2F11c7b22d9d%2Fsubpage.2021-07-29.5667383429%2Fpasted-question-1627617820.26-85833%2Fpasted-question-1627617820.26-85833-1627617820.48-33973%3Alist=pasted-question-1627617820.26-85833-1627617820.48-33973%2F__not_answered__) | 97.06% |

**Do you have any further feedback on [achievement standard 1.1] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

|  |  |
| --- | --- |
| [ANON-767U-4EFG-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EFG-Y) | There is a severe lack of clarity in the criteria for A, M and E. The conditions of assessment also need a significant amount of clarification to ensure that students' work is authentic and students in some schools are not gaining an unfair advantage through more guidance from teachers etc. It is also unclear how much content-based knowledge would be required to be taught prior to the students carrying out the investigations. |
| [ANON-767U-4EC8-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EC8-D) | excellence compare and contrast, if it is from a different context how? |
| [ANON-767U-4EG5-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EG5-E) | The term 'range' is a little vague: would 3 be acceptable? Or should it really be 4, 5, 6? |
| [ANON-767U-4EW2-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EW2-U) | Most teachers need a better understanding of matauranga maori to even answer the questions above! |
| [ANON-767U-4ED5-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4ED5-B) | - if using a māori context will need specialist input from local iwi and PD - teaching of pepeha, noho marae  - Says to learn about one Sphere - however for excellence students need to compare 2. |
| [ANON-767U-4EU8-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EU8-Y) | Of great concern is the fact that none of the standards are assessing experimental methods in any manner. S1.1Sci has no assessed experimental work whatsoever. Experimentation provides an important opportunity for students to put the appropriate concepts into practice. It should be noted that S1.1 in its current form is not an assessment of an experiment with the 4 classic components that would be included by any student using today’s NCEA package or other assessment systems. S1.1 compares methodologies and data analysis techniques for various ways patterns are found in the different sciences. But what is lacking is the subject-specific understanding and evaluation. It appears that at no point is subject specific knowledge required, however, for students to access this standard, a high level of literacy is required. |
| [ANON-767U-4EU3-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EU3-T) | Of great concern is the fact that none of the standards are assessing experimental methods in any manner. S1.1Sci has no assessed experimental work whatsoever. Experimentation provides an important opportunity for students to put the appropriate concepts into practice. It should be noted that S1.1 in its current form is not an assessment of an experiment with the 4 classic components that would be included by any student using today’s NCEA package or other assessment systems. S1.1 compares methodologies and data analysis techniques for various ways patterns are found in the different sciences. But what is lacking is the subject-specific understanding and evaluation.  It appears that at no point is subject specific knowledge required, however, for students to access this standard, a high level of literacy is required. |
| [ANON-767U-4EU5-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EU5-V) | It is hard to understand how much the students actually know about each method of gathering scientific information and what is expected for them to compare the methods if the understanding of the science is not there. Again, knowing what is expected in assessment schedules is difficult. |
| [ANON-767U-4EUH-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EUH-F) | Of great concern is the fact that none of the standards are assessing experimental methods in any manner. S1.1Sci has no assessed experimental work whatsoever. Experimentation provides an important opportunity for students to put the appropriate concepts into practice. It should be noted that S1.1 in its current form is not an assessment of an experiment with the 4 classic components that would be included by any student using today’s NCEA package or other assessment systems. S1.1 compares methodologies and data analysis techniques for various ways patterns are found in the different sciences. But what is lacking is the subject-specific understanding and evaluation. It appears that at no point is subject specific knowledge required, however, for students to access this standard, a high level of literacy is required. |
| [ANON-767U-4EB8-C](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EB8-C) | We have been trialing this based on shared resources from one of the pilot schools. It takes far too much time to do well (if done as a portfolio) and can be rushed in a single context and completed in a couple of weeks if scaffolded. Far too much variation available. Defined contexts with exemplars are required. Focus on scientific skills in investigation linked to contexts. Standing them alone and saying 'do what you want just opens up inconsistancy in marking and standard. |
| [ANON-767U-4EZT-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EZT-Z) | The problem I have with this standard is the requirement for three different approaches. The difference in approaches will be difficult to convey to students. E.g. for Activity One, the first two approaches are both practical investigations. One identifies a trend, the other talks about testing a model. These are quite difficult distinctions for a level 1 student. |
| [ANON-767U-41AR-H](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-41AR-H) | There are some concerns: some of the links do not work in the tasks provided which would require additional work. If you want teachers to pilot the tasks then the links need to all work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the assessment schedules require more work because at this stage they are vague. How one school interprets the marking schedule might be different from another. This needs to be more explicit. Here are some examples were we would like clarification:  It is not clear what happens if a student understood 2/3 reports – is this an N or an A?  Merit implies that data is processed appropriately yet Achieved states that a student must be able to draw conclusions based on findings, however a conclusion can only be written once data is appropriately processed. What is the definition of appropriate here?  Excellence implies that the fourth part of the report must be done, in which the three methods are compared....to what level must the comparison be pitched? Can they compare two methods and explain fitness for purpose for those and get an Excellence? can you just write one sentence for a similarity and another sentence for a difference and get an excellence?  the assessment is very flexible so difficulty can be adjusted to the class (or student) so does allow for good amount of teaching and learning but the concern is:  There is a bit of concern that this topic will take quite a while so as long as the external assessments that are given at the end of the year are later then what they are now (so we have most of term for teaching not revising) then there should be enough time to teach all standards. If term 4 still turns into a revision term, then I do think it will become harder to complete all assessments and you run the risk that the assessments will determine the learning completely rather than what this internal is intending to do.  There is potential to marry different assessments together which could reduce the time pressure somewhat.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Although the assessment does allow for a broader focus then previously, which would allow teachers to incorporate Matauranga Maori within the assessment, there is concern that this will not happen. The tasks themselves can easily be looked at through a western link and it feels that the maori terms are used as replacements rather than that it adds additional meaning to the learning/teaching/community so it will be easy for teachers to go back to what they are comfortable.  Teachers are very keen to incorporate it but there needs to be more education for teachers around Marauranga Maori so that we feel equip to this without it becoming tokenistic. |
| [ANON-767U-4164-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4164-8) | I think this is great to get more investigations in the course. |
| [ANON-767U-419W-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-419W-E) | haven't seen any exemplars yet. |
| [ANON-767U-41E5-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-41E5-R) | Examples of student work would help map out concepts linking to the learning and the assessment. Student work as examples will also help us work out what is required at Excellence. Resources linking to investigative approaches would help develop teacher's understanding on the differences / similarities before we teach it (A lot of schools only really cover scientific method (fair testing). |
| [ANON-767U-41JT-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-41JT-V) | More established links required between the standard and its potential application to local community is needed. At present the standard appears full of ideas with little detail regarding the genuine scope of them and how they would ideally be approached. More examples involving Aotearoa required (the sample activity from the EPA is relevant but not linked to Matuaranga putaiao). |
| [ANON-767U-41KZ-3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-41KZ-3) | The AS is still very vague. Would be nice to have a broader range of sample activities, especially ones that incorporate Matauranga Maori/Putaiao, since this has been identified as an area in which teachers would appreciate greater support/direction. Of the three sample activities provided, one is taken directly from the US EPA website, which make it seem like the Standard was put together in a hurry. |
| [ANON-767U-41WY-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-41WY-E) | I really like this standard. It is well thought through and allows schools to teach across multiple strands in science. The shell-fish bed and multiple context assessments are great. However: I don't like the sea-level change assessment. This is simply a personal choice, collection of primary data is very difficult with this topic. |
| [ANON-767U-417S-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-417S-8) | I require more clarification on what the assessment programme would look like. Are we going to be constantly marking student work so they know which pieces they've done best to submit at the end or is it up to them and we just mark what we've got at the end? What are we supposed to do if students submit two Excellence pieces of work but the other is only Achieved? What if it's one piece at each level - is that an Achieved or a Merit? The goal of this change was to reduce teacher workload and student stress levels but I feel that having to build a portfolio of multiple investigations is considerably more work for teachers and students, especially considering the extra time and effort required to get them to a level of competence with multiple modes of investigating. Rather than freeing up the year to cover more relevant and engaging content, I feel that we're going to be stuck with endless cycles of report writing. |
| [ANON-767U-415H-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-415H-U) | I think this standard is not too bad - it is clearer and more straightforward than some of the others. Can each of the investigation approaches be contained in one multifaceted activity? E.g. going to Rotokare Scenic Reserve - pattern seeking (stratification, indicator species inside and outside the pest free fence), observing, classifying native plants and birds? |
| [ANON-767U-41AB-1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-41AB-1) | This standard is not specified in a way that allows a valid Physics investigation to be conducted, so it is not an acceptable replacement for a Physics 1.1 type investigation. |
| [ANON-767U-412S-3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-412S-3) | As a portfolio, this is going to disadvantage the disadvantaged already. Those that move schools, those that are disorganised, those that have low attendance. It is a lot of work for the students and teachers to do, for the same number of credits that they can do in a different subject over a couple of weeks. |
| [ANON-767U-41D4-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-41D4-P) | Links not working in Science 1.1 (only 2 of 3 activities worked) Assessment activities for Science 1.1 need to be different (currently 2 of them are the same) Not enough examples in science 1.1 of “exploring and observing” and “classifying and identifying” How do we ensure authenticity? How is academic rigor assessed? Resubmissions versus holistic view of student work? Some of the assessment methods are not actually assessing the focussed idea/skill but relying on other skills (e.g. literacy comprehension) to ‘assess’ the content. No exemplars available with A, M, E |
| [ANON-767U-4EP7-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4EP7-S) | The teacher clarification document is useful and it would be good if all of the information was in one document rather than spread across multiple documents/ tabs. |
| [ANON-767U-4SV7-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4SV7-D) | Great standard to use over the whole year. Lots of flexibility for use in different contexts. As a scientist before teaching I like the way it shows all of the different ways that science is done/measured, not just fair testing. |
| [ANON-767U-4SSM-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617850.14-85927&user_id=ANON-767U-4SSM-Z) | I have noticed that now the students do not have to critically evaluate the experiments they have done- looking at accuracy and sources of error, validity and reliability, Instead they now have to explain what is usually quite obvious that you seek a pattern or you test a hypothesis with a fair test or you make a model. Should not the inestigations have some criteria for being quality as well - or am I missing something |

**Is this Achievement Standard [1.2] ready for piloting?**

| Option | Total | Percent |
| --- | --- | --- |
| The standard is ready for piloting | [3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620846.28-72505&came_from_title=Responses+by+Question&filters%2Fquestions%2F4acb3f40e0%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620846.28-72505%2Fpasted-question-1627620846.28-72505-1627620846.6-80734%3Alist=pasted-question-1627620846.28-72505-1627620846.6-80734%2FThe+standard+is+ready+for+piloting) | 0.32% |
| The standard needs small amendments before piloting | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620846.28-72505&came_from_title=Responses+by+Question&filters%2Fquestions%2Feb9d8889a1%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620846.28-72505%2Fpasted-question-1627620846.28-72505-1627620846.6-80734%3Alist=pasted-question-1627620846.28-72505-1627620846.6-80734%2FThe+standard+needs+small+amendments+before+piloting) | 0.63% |
| The standard needs significant amendments before piloting | [3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620846.28-72505&came_from_title=Responses+by+Question&filters%2Fquestions%2F1abd506a49%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620846.28-72505%2Fpasted-question-1627620846.28-72505-1627620846.6-80734%3Alist=pasted-question-1627620846.28-72505-1627620846.6-80734%2FThe+standard+needs+significant+amendments+before+piloting) | 0.32% |
| The standard is unsuitable for piloting | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620846.28-72505&came_from_title=Responses+by+Question&filters%2Fquestions%2F0b41dc7639%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620846.28-72505%2Fpasted-question-1627620846.28-72505-1627620846.6-80734%3Alist=pasted-question-1627620846.28-72505-1627620846.6-80734%2FThe+standard+is+unsuitable+for+piloting) | 0.42% |
| Not Answered | [935](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620846.28-72505&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb249fd84aa%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620846.28-72505%2Fpasted-question-1627620846.28-72505-1627620846.6-80734%3Alist=pasted-question-1627620846.28-72505-1627620846.6-80734%2F__not_answered__) | 98.32% |

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

| Option | Total | Percent |
| --- | --- | --- |
| The criteria are clear | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620863.94-15489&came_from_title=Responses+by+Question&filters%2Fquestions%2F41d511814e%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620863.94-15489%2Fpasted-question-1627620863.94-15489-1627620865.2-28064%3Alist=pasted-question-1627620863.94-15489-1627620865.2-28064%2FThe+criteria+are+clear) | 0.42% |
| The criteria need some clarification | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620863.94-15489&came_from_title=Responses+by+Question&filters%2Fquestions%2F019397bbe8%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620863.94-15489%2Fpasted-question-1627620863.94-15489-1627620865.2-28064%3Alist=pasted-question-1627620863.94-15489-1627620865.2-28064%2FThe+criteria+need+some+clarification) | 0.63% |
| The criteria need significant clarification | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620863.94-15489&came_from_title=Responses+by+Question&filters%2Fquestions%2Fa3d7fd54c9%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620863.94-15489%2Fpasted-question-1627620863.94-15489-1627620865.2-28064%3Alist=pasted-question-1627620863.94-15489-1627620865.2-28064%2FThe+criteria+need+significant+clarification) | 0.63% |
| Not Answered | [935](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620863.94-15489&came_from_title=Responses+by+Question&filters%2Fquestions%2F83c947ac3a%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620863.94-15489%2Fpasted-question-1627620863.94-15489-1627620865.2-28064%3Alist=pasted-question-1627620863.94-15489-1627620865.2-28064%2F__not_answered__) | 98.32% |

**Does the unpacking of the Standard and the Conditions of Assessment provide sufficient and clear guidance on the use of the standard?**

| Option | Total | Percent |
| --- | --- | --- |
| Guidance is sufficient and clear | [3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620882.2-52640&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb2b70730ad%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620882.2-52640%2Fpasted-question-1627620882.2-52640-1627620883.58-22167%3Alist=pasted-question-1627620882.2-52640-1627620883.58-22167%2FGuidance+is+sufficient+and+clear) | 0.32% |
| Further detail is needed in the guidance | [9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620882.2-52640&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb65c311a31%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620882.2-52640%2Fpasted-question-1627620882.2-52640-1627620883.58-22167%3Alist=pasted-question-1627620882.2-52640-1627620883.58-22167%2FFurther+detail+is+needed+in+the+guidance) | 0.95% |
| Guidance is unclear | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620882.2-52640&came_from_title=Responses+by+Question&filters%2Fquestions%2F71c437dfe5%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620882.2-52640%2Fpasted-question-1627620882.2-52640-1627620883.58-22167%3Alist=pasted-question-1627620882.2-52640-1627620883.58-22167%2FGuidance+is+unclear) | 0.42% |
| Not Answered | [935](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620882.2-52640&came_from_title=Responses+by+Question&filters%2Fquestions%2F72ea26a257%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620882.2-52640%2Fpasted-question-1627620882.2-52640-1627620883.58-22167%3Alist=pasted-question-1627620882.2-52640-1627620883.58-22167%2F__not_answered__) | 98.32% |

**Could the Internal Assessment Activities for AS1.2 be used or adapted in your local context?**

| Option | Total | Percent |
| --- | --- | --- |
| I could use or adapt all 3 activities | [5](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620898.99-86076&came_from_title=Responses+by+Question&filters%2Fquestions%2F1c52d9bb2d%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620898.99-86076%2Fpasted-question-1627620898.99-86076-1627620899.23-79785%3Alist=pasted-question-1627620898.99-86076-1627620899.23-79785%2FI+could+use+or+adapt+all+3+activities) | 0.53% |
| I could use or adapt 1 or 2 activities | [8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620898.99-86076&came_from_title=Responses+by+Question&filters%2Fquestions%2F4bd15a0ab4%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620898.99-86076%2Fpasted-question-1627620898.99-86076-1627620899.23-79785%3Alist=pasted-question-1627620898.99-86076-1627620899.23-79785%2FI+could+use+or+adapt+1+or+2+activities) | 0.84% |
| I could not use or adapt any of these activities | [3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620898.99-86076&came_from_title=Responses+by+Question&filters%2Fquestions%2F66939fc20f%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620898.99-86076%2Fpasted-question-1627620898.99-86076-1627620899.23-79785%3Alist=pasted-question-1627620898.99-86076-1627620899.23-79785%2FI+could+not+use+or+adapt+any+of+these+activities) | 0.32% |
| Not Answered | [935](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620898.99-86076&came_from_title=Responses+by+Question&filters%2Fquestions%2Faddf9d02c5%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620898.99-86076%2Fpasted-question-1627620898.99-86076-1627620899.23-79785%3Alist=pasted-question-1627620898.99-86076-1627620899.23-79785%2F__not_answered__) | 98.32% |

**Do the Internal Assessment Activities exemplify how mātauranga Māori can be recognised and valued in assessment? (Do they demonstrate appropriate Māori contexts for assessment? Do they provide guidance and support for teachers and students to engage with mātauranga Māori in assessment?)**

| Option | Total | Percent |
| --- | --- | --- |
| All 3 activities do this | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620916.16-79011&came_from_title=Responses+by+Question&filters%2Fquestions%2F15b8bdbe1f%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620916.16-79011%2Fpasted-question-1627620916.16-79011-1627620916.39-62049%3Alist=pasted-question-1627620916.16-79011-1627620916.39-62049%2FAll+3+activities+do+this) | 0.42% |
| 1 or 2 of the activities do this | [9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620916.16-79011&came_from_title=Responses+by+Question&filters%2Fquestions%2F84426ffe32%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620916.16-79011%2Fpasted-question-1627620916.16-79011-1627620916.39-62049%3Alist=pasted-question-1627620916.16-79011-1627620916.39-62049%2F1+or+2+of+the+activities+do+this) | 0.95% |
| None of the activities do this | [2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620916.16-79011&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd21009211a%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620916.16-79011%2Fpasted-question-1627620916.16-79011-1627620916.39-62049%3Alist=pasted-question-1627620916.16-79011-1627620916.39-62049%2FNone+of+the+activities+do+this) | 0.21% |
| Not Answered | [936](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620916.16-79011&came_from_title=Responses+by+Question&filters%2Fquestions%2F5ae4120bc0%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620916.16-79011%2Fpasted-question-1627620916.16-79011-1627620916.39-62049%3Alist=pasted-question-1627620916.16-79011-1627620916.39-62049%2F__not_answered__) | 98.42% |

**Do the Internal Assessment Activities for AS1.2 support the engagement, access, understanding and participation of all learners?**

| Option | Total | Percent |
| --- | --- | --- |
| All 3 activities do this | [5](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620931.34-40204&came_from_title=Responses+by+Question&filters%2Fquestions%2F0c8963a9bd%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620931.34-40204%2Fpasted-question-1627620931.34-40204-1627620931.63-87961%3Alist=pasted-question-1627620931.34-40204-1627620931.63-87961%2FAll+3+activities+do+this) | 0.53% |
| 1 or 2 of the activities do this | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620931.34-40204&came_from_title=Responses+by+Question&filters%2Fquestions%2F168d19758f%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620931.34-40204%2Fpasted-question-1627620931.34-40204-1627620931.63-87961%3Alist=pasted-question-1627620931.34-40204-1627620931.63-87961%2F1+or+2+of+the+activities+do+this) | 0.42% |
| None of the activities do this | [7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620931.34-40204&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe17d66e03d%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620931.34-40204%2Fpasted-question-1627620931.34-40204-1627620931.63-87961%3Alist=pasted-question-1627620931.34-40204-1627620931.63-87961%2FNone+of+the+activities+do+this) | 0.74% |
| Not Answered | [935](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627620931.34-40204&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb050edc217%2Fsubpage.2021-07-30.4368152735%2Fpasted-question-1627620931.34-40204%2Fpasted-question-1627620931.34-40204-1627620931.63-87961%3Alist=pasted-question-1627620931.34-40204-1627620931.63-87961%2F__not_answered__) | 98.32% |

**Do you have any further feedback on [achievement standard 1.2] and its activities? For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which grade level in particular is problematic and why? If you have noticed problems in an Activity, which one was it?**

|  |  |
| --- | --- |
| [ANON-767U-4EU8-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-4EU8-Y) | From what we have seen this morning, the requirements of this task seem out of step with the curriculum level 6. Again, this appears to be a literacy focused activity, which will put up barriers to those students who find reading and writing challenging (priority learners). Also, as this has previously been assessed at L2 and L3, what is being removed/simplified to enable this to be assessed at L1? How does matauranga Maori relate to the assessment criteria? Once again, exemplars and assessment schedules are required to clarify student expectations. |
| [ANON-767U-4EUP-Q](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-4EUP-Q) | Socio-sci issue as a LOCAL issue which is difficult when teach across the country all in the same class. Also ifficult to do with this community who do lack general knowledge with any issues. Good opportunity to go outside viewpoint. How do you teach a standard with DIFFERENT perspectives when they are unable to be open - VERY DIFFICULT but good possibilities for cross-curr with english, lots of support needed to help our students. |
| [ANON-767U-4EU3-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-4EU3-T) | From what we have seen this morning, the requirements of this task seem out of step with the curriculum level 6. Again, this appears to be a literacy focused activity, which will put up barriers to those students who find reading and writing challenging (priority learners). Also, as this has previously been assessed at L2 and L3, what is being removed/simplified to enable this to be assessed at L1? How does matauranga Maori relate to the assessment criteria? Once again, exemplars and assessment schedules are required to clarify student expectations. |
| [ANON-767U-4EU5-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-4EU5-V) | From what we have seen this morning, the requirements of this task seem out of step with the curriculum level 6. Again, this appears to be a literacy focused activity, which will put up barriers to those students who find reading and writing challenging (priority learners). Also, as this has previously been assessed at L2 and L3, what is being removed/simplified to enable this to be assessed at L1? How does Matauranga Maori relate to the assessment criteria? Once again, exemplars and assessment schedules are required to clarify student expectations. |
| [ANON-767U-4EUH-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-4EUH-F) | From what we have seen this morning, the requirements of this task seem out of step with the curriculum level 6. Again, this appears to be a literacy focused activity, which will put up barriers to those students who find reading and writing challenging (priority learners). Also, as this has previously been assessed at L2 and L3, what is being removed/simplified to enable this to be assessed at L1? How does matauranga Maori relate to the assessment criteria? Once again, exemplars and assessment schedules are required to clarify student expectations. |
| [ANON-767U-4EZT-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-4EZT-Z) | The tasks, which should clarify the intent of the standard, are too vague. I could not give any of these to a level 1 student without providing significant additional guidance. |
| [ANON-767U-41QA-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-41QA-G) | Asking quite a bit for Achieved criteria to propose a response to the issue (what does this look like). and What does describe\* some science ideas look like. There is a need for examples/ statements to go along with the criteria to give a better understanding to the marker. |
| [ANON-767U-41KQ-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-41KQ-T) | I see big issues with the assessment matrix. The criteria are very vague. I am unclear as to the depth of the Scientific ideas that would need to be included. An example of what a student assessment might look like would help. I am unclear as to what evidence is required to support conclusions. Socio-scientific issues are currently covered at level 3- where students go into considerable depth on the science behind the issues, perspectives and solutions. I am unclear as to how in depth this would look like in level 1. |
| [ANON-767U-41K2-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-41K2-U) | Assessment activity is too vague - powerpoint/ oral etc as individual / group - how to check learning? How do you predict reactants / products from an equation? Elaboration of mauri terminology for those not confident in the language |
| [ANON-767U-41K4-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-41K4-W) | Identify an aspect of the socio-scientific issue - students choosing the aspect that they would like to investigate will definitely create a plethora of issues for the teacher ie., setting out different answer schedules to identify the points covered to be awarded the grade etc  Describe perspectives relevant to the issue - it's easy for this part to be done without actually going to a particular source ie., students could "fake" a response from the source. How is the authenticity of the research / material sourced from the third party going to be validated? Is there a separate document that needs to be attached to the research with a signature etc - after all, Science is all about authenticity and honest evidence.  If the activity chosen involves the physics aspect (Newton's Law etc) and the biology (life processes etc), does that mean that both those topics must be taught before the Internal is conducted? |
| [ANON-767U-41WY-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-41WY-E) | Really well thought through standard. |
| [ANON-767U-415H-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-415H-U) | I like the idea of the issue being something local. |
| [ANON-767U-41D4-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-41D4-P) | Suggest that Internally Assessed Activities are secured (no public access) Share exemplars of external assessments to indicate to teachers what to expect Make explicit links to Matauranga Maori within the standards Sample papers to base our marking on. |
| [ANON-767U-4SV7-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627620945.87-24649&user_id=ANON-767U-4SV7-D) | Great standard! Very important skill for modern students to learn especially with all of the different views and false claims. Lots of flexibility for use over different contexts and alongside other subject standards eg. Biology and chemistry standards. More clarification on the difference between A and M needed. Also guidance on how to mark students if they side with the point of view not supported by science. |

**Is this Achievement Standard [1.3] ready for piloting?**

| Option | Total | Percent |
| --- | --- | --- |
| The standard is ready for piloting | [2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0760817687&came_from_title=Responses+by+Question&filters%2Fquestions%2F84350faf94%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.0760817687%2Fquestion-2021-07-30-0760817687-radiosubquestion%3Alist=question-2021-07-30-0760817687-radiosubquestion%2FThe+standard+is+ready+for+piloting) | 0.21% |
| The standard needs small amendments before piloting | [2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0760817687&came_from_title=Responses+by+Question&filters%2Fquestions%2F33b98b5ede%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.0760817687%2Fquestion-2021-07-30-0760817687-radiosubquestion%3Alist=question-2021-07-30-0760817687-radiosubquestion%2FThe+standard+needs+small+amendments+before+piloting) | 0.21% |
| The standard needs significant amendments before piloting | [9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0760817687&came_from_title=Responses+by+Question&filters%2Fquestions%2Fa808f21d8f%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.0760817687%2Fquestion-2021-07-30-0760817687-radiosubquestion%3Alist=question-2021-07-30-0760817687-radiosubquestion%2FThe+standard+needs+significant+amendments+before+piloting) | 0.95% |
| The standard is unsuitable for piloting | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0760817687&came_from_title=Responses+by+Question&filters%2Fquestions%2F0af61a7c28%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.0760817687%2Fquestion-2021-07-30-0760817687-radiosubquestion%3Alist=question-2021-07-30-0760817687-radiosubquestion%2FThe+standard+is+unsuitable+for+piloting) | 0.42% |
| Not Answered | [934](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.0760817687&came_from_title=Responses+by+Question&filters%2Fquestions%2F6a54b43ff2%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.0760817687%2Fquestion-2021-07-30-0760817687-radiosubquestion%3Alist=question-2021-07-30-0760817687-radiosubquestion%2F__not_answered__) | 98.21% |

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

| Option | Total | Percent |
| --- | --- | --- |
| The criteria are clear | [1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.1501412470&came_from_title=Responses+by+Question&filters%2Fquestions%2Fca0bbbbd14%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.1501412470%2Fquestion-2021-07-30-1501412470-radiosubquestion%3Alist=question-2021-07-30-1501412470-radiosubquestion%2FThe+criteria+are+clear) | 0.11% |
| The criteria need some clarification | [7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.1501412470&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe48f017e02%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.1501412470%2Fquestion-2021-07-30-1501412470-radiosubquestion%3Alist=question-2021-07-30-1501412470-radiosubquestion%2FThe+criteria+need+some+clarification) | 0.74% |
| The criteria need significant clarification | [9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.1501412470&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb73ab0ec0f%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.1501412470%2Fquestion-2021-07-30-1501412470-radiosubquestion%3Alist=question-2021-07-30-1501412470-radiosubquestion%2FThe+criteria+need+significant+clarification) | 0.95% |
| Not Answered | [934](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.1501412470&came_from_title=Responses+by+Question&filters%2Fquestions%2F129b6c984d%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.1501412470%2Fquestion-2021-07-30-1501412470-radiosubquestion%3Alist=question-2021-07-30-1501412470-radiosubquestion%2F__not_answered__) | 98.21% |

**Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?**

| Option | Total | Percent |
| --- | --- | --- |
| Guidance is sufficient and clear | [1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2736685007&came_from_title=Responses+by+Question&filters%2Fquestions%2F2096edba2d%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.2736685007%2Fquestion-2021-07-30-2736685007-radiosubquestion%3Alist=question-2021-07-30-2736685007-radiosubquestion%2FGuidance+is+sufficient+and+clear) | 0.11% |
| Guidance is insufficient | [7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2736685007&came_from_title=Responses+by+Question&filters%2Fquestions%2F8f26becd57%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.2736685007%2Fquestion-2021-07-30-2736685007-radiosubquestion%3Alist=question-2021-07-30-2736685007-radiosubquestion%2FGuidance+is+insufficient) | 0.74% |
| Guidance is unclear | [9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2736685007&came_from_title=Responses+by+Question&filters%2Fquestions%2F32d9b446f8%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.2736685007%2Fquestion-2021-07-30-2736685007-radiosubquestion%3Alist=question-2021-07-30-2736685007-radiosubquestion%2FGuidance+is+unclear) | 0.95% |
| Not Answered | [934](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.2736685007&came_from_title=Responses+by+Question&filters%2Fquestions%2Ff09bce0a7f%2Fsubpage.2021-07-30.4623068853%2Fquestion.2021-07-30.2736685007%2Fquestion-2021-07-30-2736685007-radiosubquestion%3Alist=question-2021-07-30-2736685007-radiosubquestion%2F__not_answered__) | 98.21% |

**Do you have any further feedback on [achievement standard 1.3]? For instance, do you think the Proposed Assessment Approach will be capable of supporting fair and equitable assessment?**

|  |  |
| --- | --- |
| [ANON-767U-4ECU-A](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-4ECU-A) | more guidance is needed around teaching the science ideas, the focus seems very history focused and time frame to teaching exam content is limited. real concerns about the time frame to prepare students about the context because they have to describe or explain features of science which involves content knowledge as well as skills so we need to prepare them. |
| [ANON-767U-4EU8-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-4EU8-Y) | Once again, this is a literacy-based task requiring critical analysis, but does not require any foundational science knowledge. Students without strong literacy skills will find this assessment inaccessible. The explanatory notes appeared to include a random assortment of ideas including the “5 C’s”? What are these? Where did they come from? Are they in our NZ Science Curriculum Document? |
| [ANON-767U-4EUP-Q](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-4EUP-Q) | Need examples of CAA so know what to expect. |
| [ANON-767U-4EU3-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-4EU3-T) | Once again, this is a literacy-based task requiring critical analysis, but does not require any foundational science knowledge. Students without strong literacy skills will find this assessment inaccessible. The explanatory notes appeared to include a random assortment of ideas including the “5 C’s”? What are these? Where did they come from? Are they in our NZ Science Curriculum Document? |
| [ANON-767U-4EU5-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-4EU5-V) | Once again, this is a literacy-based task requiring critical analysis, but does not require any foundational science knowledge. Students without strong literacy skills will find this assessment inaccessible. The explanatory notes appeared to include a lot of ideas that provide no clue to the teacher as to what is wanted. Some sort of assessment schedule would be handy here again. |
| [ANON-767U-4EUH-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-4EUH-F) | Once again, this is a literacy-based task requiring critical analysis but does not require any foundational science knowledge. Students without strong literacy skills will find this assessment inaccessible. The explanatory notes appeared to include a random assortment of ideas including the “5 C’s”? What are these? Where did they come from? Are they in our NZ Science Curriculum Document? |
| [ANON-767U-4EZT-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-4EZT-Z) | We are a decile 3 school. A lot of our learners arrive well below the expected curriculum levels. The move to compulsory externals will affect their success in NCEA. This standard doesn't help - it requires abstract thinking at quite a high level. While the intent is good, the reality for many students will be that they are not ready for this level of thinking. There needs to be aspects that are attainable for lower-level students. |
| [ANON-767U-41SV-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-41SV-7) | There is a huge literacy barrier for some students. |
| [ANON-767U-41QA-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-41QA-G) | We would have liked some format given prior to our TOD. Difficult to give feedback on something that we have little to go on. |
| [ANON-767U-419W-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-419W-E) | context being assessed is needed before we can use it |
| [ANON-767U-41E5-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-41E5-R) | Examples required and it is very unclear how what we teach in our school, would link with the unfamiliar text in the assessment. More details about the assessment is required. Timelines would be essential for planning. Clarification on how this would be assessed and how practice assessments can be conducted would be required for further development of our learning program. |
| [ANON-767U-41K3-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-41K3-V) | -unclear for what achieved, merit vs excellent. - Do not see a direct link with learning how to problem solve, a massive part of science - looks like reading comprehension - how will Special Assessment Condition work for students? -Who will mark this, busy time of year - limited in questions, as it seems to be based on historical science which is westernised. - isn't this english standard? Reading a piece of work and writing an answer. What criteria / will there be criteria for spelling, grammar etc. will that effect grading of the students ? - As it is meant to be linked to school local iwi, will each school have a different task? - What about student who change school over the year? what if their context is different to the new school local iwi - where are is the numeracy skills for science? this all literacy based on reading comprehension |
| [ANON-767U-41WY-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-41WY-E) | This is good to go and worthy and important but I think it will be the least used standard of the four. The subject is very dry and would take huge engagement from the teacher to gain engagement from the students. |
| [ANON-767U-415H-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-415H-U) | This is a very wishy washy standard and it is unclear what is meant to be being achieved by it. |
| [ANON-767U-41D4-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-41D4-P) | Mātauranga Māori support provided? How to interweave organically into a L6 Sci programme? There needs to be more specificity about exactly what content/skill levels are considered as meeting the standard. Potential impacts on students who are absent (illness, tournaments, etc) if information for externals is out two weeks before assessment Some of the assessment methods are not actually assessing the focussed idea/skill but relying on other skills (e.g. literacy comprehension) to ‘assess’ the content. Concern that poor literacy skills would exclude students from the externals due to the requirement to interpret the information given, expectation we teach literacy and comprehension How do we teach exam technique if we are assessing in term 2 for an external. Will there still be derived grades |
| [ANON-767U-4EP7-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-4EP7-S) | Sample assessment tasks and schedules would be useful. Currently there is insufficient information to provide feedback. |
| [ANON-767U-4SSM-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3493711100&user_id=ANON-767U-4SSM-Z) | I think that this will profoundly affect students who have literacy struggles. Reading and writing in a novel context, this will be a very difficult standard. We will need many practise exemplar questions and answers to give our students confidence with this standard. this will take time and I fail to see how it will really prepare the students in any way for further studies in science. It is a nice idea and pleasant for students to learn about but not really so important as to have a 5 credit weighting in my opinion |

**Is this Achievement Standard [1.4] ready for piloting?**

| Option | Total | Percent |
| --- | --- | --- |
| The standard is ready for piloting | [2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627619432.81-69944&came_from_title=Responses+by+Question&filters%2Fquestions%2F6a33acb852%2Fsubpage.2021-07-30.4949425094%2Fpasted-question-1627619432.81-69944%2Fpasted-question-1627619432.81-69944-1627619433.06-75757%3Alist=pasted-question-1627619432.81-69944-1627619433.06-75757%2FThe+standard+is+ready+for+piloting) | 0.21% |
| The standard needs small amendments before piloting | [3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627619432.81-69944&came_from_title=Responses+by+Question&filters%2Fquestions%2F586917d22c%2Fsubpage.2021-07-30.4949425094%2Fpasted-question-1627619432.81-69944%2Fpasted-question-1627619432.81-69944-1627619433.06-75757%3Alist=pasted-question-1627619432.81-69944-1627619433.06-75757%2FThe+standard+needs+small+amendments+before+piloting) | 0.32% |
| The standard needs significant amendments before piloting | [9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627619432.81-69944&came_from_title=Responses+by+Question&filters%2Fquestions%2Fa448d27ed7%2Fsubpage.2021-07-30.4949425094%2Fpasted-question-1627619432.81-69944%2Fpasted-question-1627619432.81-69944-1627619433.06-75757%3Alist=pasted-question-1627619432.81-69944-1627619433.06-75757%2FThe+standard+needs+significant+amendments+before+piloting) | 0.95% |
| The standard is unsuitable for piloting | [7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627619432.81-69944&came_from_title=Responses+by+Question&filters%2Fquestions%2F6266676ac6%2Fsubpage.2021-07-30.4949425094%2Fpasted-question-1627619432.81-69944%2Fpasted-question-1627619432.81-69944-1627619433.06-75757%3Alist=pasted-question-1627619432.81-69944-1627619433.06-75757%2FThe+standard+is+unsuitable+for+piloting) | 0.74% |
| Not Answered | [930](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627619432.81-69944&came_from_title=Responses+by+Question&filters%2Fquestions%2F0dba8ecf8d%2Fsubpage.2021-07-30.4949425094%2Fpasted-question-1627619432.81-69944%2Fpasted-question-1627619432.81-69944-1627619433.06-75757%3Alist=pasted-question-1627619432.81-69944-1627619433.06-75757%2F__not_answered__) | 97.79% |

**Are the Achieved, Merit and Excellence criteria clear enough to support consistent assessment judgments?**

| Option | Total | Percent |
| --- | --- | --- |
| The criteria are clear | [1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627619449.87-30879&came_from_title=Responses+by+Question&filters%2Fquestions%2Fcc66a8a4e1%2Fsubpage.2021-07-30.4949425094%2Fpasted-question-1627619449.87-30879%2Fpasted-question-1627619449.87-30879-1627619450.09-37324%3Alist=pasted-question-1627619449.87-30879-1627619450.09-37324%2FThe+criteria+are+clear) | 0.11% |
| The criteria need some clarification | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627619449.87-30879&came_from_title=Responses+by+Question&filters%2Fquestions%2F691bc1be1b%2Fsubpage.2021-07-30.4949425094%2Fpasted-question-1627619449.87-30879%2Fpasted-question-1627619449.87-30879-1627619450.09-37324%3Alist=pasted-question-1627619449.87-30879-1627619450.09-37324%2FThe+criteria+need+some+clarification) | 0.63% |
| The criteria need significant clarification | [14](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627619449.87-30879&came_from_title=Responses+by+Question&filters%2Fquestions%2F6a53a25dfa%2Fsubpage.2021-07-30.4949425094%2Fpasted-question-1627619449.87-30879%2Fpasted-question-1627619449.87-30879-1627619450.09-37324%3Alist=pasted-question-1627619449.87-30879-1627619450.09-37324%2FThe+criteria+need+significant+clarification) | 1.47% |
| Not Answered | [930](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627619449.87-30879&came_from_title=Responses+by+Question&filters%2Fquestions%2F7340b9f083%2Fsubpage.2021-07-30.4949425094%2Fpasted-question-1627619449.87-30879%2Fpasted-question-1627619449.87-30879-1627619450.09-37324%3Alist=pasted-question-1627619449.87-30879-1627619450.09-37324%2F__not_answered__) | 97.79% |

**Does the unpacking of the Standard and the Proposed Assessment Approach provide sufficient and clear guidance on the use of the standard?**

| Option | Total | Percent |
| --- | --- | --- |
| Guidance is sufficient and clear | [1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4581051170&came_from_title=Responses+by+Question&filters%2Fquestions%2F43c56ee96c%2Fsubpage.2021-07-30.4949425094%2Fquestion.2021-07-30.4581051170%2Fquestion-2021-07-30-4581051170-radiosubquestion%3Alist=question-2021-07-30-4581051170-radiosubquestion%2FGuidance+is+sufficient+and+clear) | 0.11% |
| Guidance is insufficient | [10](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4581051170&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc93be3ad94%2Fsubpage.2021-07-30.4949425094%2Fquestion.2021-07-30.4581051170%2Fquestion-2021-07-30-4581051170-radiosubquestion%3Alist=question-2021-07-30-4581051170-radiosubquestion%2FGuidance+is+insufficient) | 1.05% |
| Guidance is unclear | [10](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4581051170&came_from_title=Responses+by+Question&filters%2Fquestions%2F4df8a5fb2e%2Fsubpage.2021-07-30.4949425094%2Fquestion.2021-07-30.4581051170%2Fquestion-2021-07-30-4581051170-radiosubquestion%3Alist=question-2021-07-30-4581051170-radiosubquestion%2FGuidance+is+unclear) | 1.05% |
| Not Answered | [930](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dquestion.2021-07-30.4581051170&came_from_title=Responses+by+Question&filters%2Fquestions%2Fddda032175%2Fsubpage.2021-07-30.4949425094%2Fquestion.2021-07-30.4581051170%2Fquestion-2021-07-30-4581051170-radiosubquestion%3Alist=question-2021-07-30-4581051170-radiosubquestion%2F__not_answered__) | 97.79% |

**Do you have any further feedback on [achievement standard 1.4]? For instance, do you think the Proposed Assessment Approach will be capable of supporting fair and equitable assessment?**

|  |  |
| --- | --- |
| [ANON-767U-4ECU-A](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-4ECU-A) | need to see and exemplar to know that it is the right standard. a large volume of literacy which will limit student engagement doesn't meet the criteria of multiple assessment methods removing students choice to show understanding and requires students to have at the level reading and comprehension. Both externals are literacy heavy. |
| [ANON-767U-4EU8-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-4EU8-Y) | It was very disappointing to see an American based context being used (the USFDA resource) for this assessment. Also concerning, was that features of language could be assessed, such as ‘irony’(the Covid cartoons) and this felt like it was an English standard such as ‘Unfamiliar texts’. Yet again, it appeared that no Scientific knowledge was required to excel in this standard. The assessment was literacy heavy, and without an assessment schedule and clear exemplars, it is difficult to see what needs to be covered in order to properly prepare students for the assessment task. |
| [ANON-767U-4EUP-Q](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-4EUP-Q) | Need examples. a good work-on focus for special character school but issues around local iwi when across the country |
| [ANON-767U-4EU3-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-4EU3-T) | It was very disappointing to see an American based context being used (the USFDA resource) for this assessment. Also concerning, was that features of language could be assessed, such as ‘irony’(the Covid cartoons) and this felt like it was an English standard such as ‘Unfamiliar texts’. Yet again, it appeared that no Scientific knowledge was required to excel in this standard. The assessment was literacy heavy, and without an assessment schedule and clear exemplars, it is difficult to see what needs to be covered in order to properly prepare students for the assessment task. |
| [ANON-767U-4EU5-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-4EU5-V) | This external is noble in it's intent for students to understand the differences in pseudoscience compared to science. The problem is that science is not always clearly communicated. Hence the need for the Science Media Centre. What actually is needed to be learnt and how can this be assessed? How do students identify Pseudoscience without some understanding of science? |
| [ANON-767U-4EUH-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-4EUH-F) | It was very disappointing to see an American based context being used (the USFDA resource) for this assessment. Also concerning, was that features of language could be assessed, such as ‘irony’(the Covid cartoons) and this felt like it was an English standard such as ‘Unfamiliar texts’. Yet again, it appeared that no Scientific knowledge was required to excel in this standard. The assessment was literacy heavy, and without an assessment schedule and clear exemplars, it is difficult to see what needs to be covered in order to properly prepare students for the assessment task. |
| [ANON-767U-4EZT-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-4EZT-Z) | We are a decile 3 school. A lot of our learners arrive well below the expected curriculum levels. The move to compulsory externals will affect their success in NCEA. This standard doesn't help - it requires abstract thinking at quite a high level. While the intent is good, the reality for many students will be that they are not ready for this level of thinking. There needs to be aspects that are attainable for lower-level students. |
| [ANON-767U-41HS-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-41HS-S) | This type of assessment seems unsuited to a sit down 2 hour exam. To fully verify if material is good or bad science, or if the claims are biased or not, they would need some access to background material relating to the article. For example information about the author, background information around the subject content and funding streams for that type of science are all needed to see if the content is advertising, or any vested interests in the material. It seems like a portfolio type of assessment, or an assessment where students are able to research background information would be better suited to fully assess students knowledge in a 'real life' type setting. |
| [ANON-767U-4164-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-4164-8) | I like the concept and believe this is rightfully one of the standards. I am unsure about the assessment for this would look like.? |
| [ANON-767U-41QA-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-41QA-G) | We would have liked something prior to visualise and give feedback on. the idea of 120 minutes for external and the variety of ways of answering is interesting. |
| [ANON-767U-419W-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-419W-E) | not enough detail about what is being assessed. |
| [ANON-767U-41E5-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-41E5-R) | Examples required and it is very unclear how what we teach in our school, would link with the unfamiliar text in the assessment. More details about the assessment is required. Timelines would be essential for planning. Clarification on how this would be assessed and how practice assessments can be conducted would be required for further development of our learning program. |
| [ANON-767U-41FU-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-41FU-S) | The explanatory note: Describe features of science that contribute to the development of scientific ideas and processes involves: These statements are too vague. This could mean anything.  This is a lot of information all over the place. It would be nicer if the course outlines were then matched up to activities linked to those ones written so that finding activities on the website was easier. The website itself could have less links opening in new pages. E.g. The jumping from the assessment matrix page to a new page for each standard is a pain. It would be nice if there was a better tab system with maybe dropdown boxes to jump from page to page (without having to go back).  I like the idea of using climate change as a potential context for the assessment for this external. Some of the ideas linking to climate change however are quite complex and I cannot imagine my year 11 science class that I teach this year understanding some of the complex chemistry involved in this.  In a lot of the exemplar course outlines there are lots of links to Matauranga Maori for the biology ideas but then some of the chemistry ideas seem to be lacking.  I like the layout of the documents of the suggested course outlines. It is helpful to have lots of learning experiences listed esp useful with the direct links to resources and materials to support teaching.  I still think there is a large worry within our department that teachers are not confident in their ability to learn and cater new Maori links to their teaching and we have no teachers in our department with experience to help us improve. We have already gone to PD and have teachers who have come in to help us however confidence is still lacking. Our school is large has a lack of Maori teachers (who have time to assist) this makes me feel like other schools will have this same issue too.  I think this standard is important given the large amounts of misinformation out in social media about things like covid vaccines etc.  This statement here about "External Assessment Specifications will be published by NZQA and will specify details about how and at what stage of the year this Standard will be assessed." Does not include WHEN this will occur? Is this like a few weeks before the assessment or sometime during the year.  It would be good to have some kinds of exemplars of what this might look like in terms of the assessment to be able to tell if this is something students at our schools will be able to cope with. |
| [ANON-767U-41KH-H](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-41KH-H) | Materials learnt about in this standard are also within the current C2.4 Standard - is this material going to be removed from from the current level 2 standard or still revisited? I think the learning material is engaging and interesting, however my concern is that some material is too in depth for year 11. Especially the concepts concerns strength's of bond etc. We as a school are lucky to have a farm etc to work with and introduce into our learning, what is the support for schools who do not have access to things like that? |
| [ANON-767U-41KV-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-41KV-Y) | We will not be able to ensure fair and equitable assessment as there is no standardised assessment, no specific criteria to follow for planning teaching, a specific desired outcome is not outlined sufficiently. |
| [ANON-767U-41WY-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-41WY-E) | Good standard to support socio-scientific issue analysis. If there was an order to doing these four standards, I would do this one first. Heaps of great stuff out there that can demonstrate this standard from 100% scientific, science that has been borrowed and used out of context to support claims, to 100% pseudo-science and 100% codswallop.  May find that this replaces AS91154. |
| [ANON-767U-415H-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-415H-U) | What guidelines will teachers have in order to teach this standard? Will the external fit in with the contexts that the teacher has used throughout the year or will the topic be random? I like the idea of students challenging scientific claims but more clarification is needed on how this will be delivered to the students. |
| [ANON-767U-41AB-1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-41AB-1) | It is not clear how this standard will be accessible for those with learning difficulties/those requiring reader writer support. |
| [ANON-767U-412S-3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-412S-3) | This has to be an internal assessment. I see it's importance but I can't see how it can be fairly assessed as an external when the students have no idea what context they are going to get. How are the students supposed to know if it is valid or not? The example of the kawakawa balm - some students are going to believe kawakawa is the best thing to use. How does this help with the equity of Maori students? |
| [ANON-767U-41D4-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-41D4-P) | Mātauranga Māori support provided? How to interweave organically into a L6 Sci programme? There needs to be more specificity about exactly what content/skill levels are considered as meeting the standard. Potential impacts on students who are absent (illness, tournaments, etc) if information for externals is out two weeks before assessment Some of the assessment methods are not actually assessing the focussed idea/skill but relying on other skills (e.g. literacy comprehension) to ‘assess’ the content. Concern that poor literacy skills would exclude students from the externals due to the requirement to interpret the information given, expectation we teach literacy and comprehension How do we teach exam technique if we are assessing in term 2 for an external. Will there still be derived grades |
| [ANON-767U-4EP7-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627860524.8-1340&user_id=ANON-767U-4EP7-S) | The current assessment specification reads more like an assessment for history or English source analysis. A sample task and schedule would allow for useful feedback. The lack of assessment materials means that it is difficult to provide meaningful feedback. |

**Do the four Achievement Standards as a group credential the most important knowledge and/or skills for this subject as illustrated by the Learning Matrix?**

| Option | Total | Percent |
| --- | --- | --- |
| Yes | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622163.25-31068&came_from_title=Responses+by+Question&filters%2Fquestions%2F4c30090ef5%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622163.25-31068%2Fpasted-question-1627622163.25-31068-1627622163.54-46006%3Alist=pasted-question-1627622163.25-31068-1627622163.54-46006%2FYes) | 0.63% |
| Some gaps | [9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622163.25-31068&came_from_title=Responses+by+Question&filters%2Fquestions%2Fdbdc9b2f81%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622163.25-31068%2Fpasted-question-1627622163.25-31068-1627622163.54-46006%3Alist=pasted-question-1627622163.25-31068-1627622163.54-46006%2FSome+gaps) | 0.95% |
| Large gaps | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622163.25-31068&came_from_title=Responses+by+Question&filters%2Fquestions%2Ff494f67fbb%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622163.25-31068%2Fpasted-question-1627622163.25-31068-1627622163.54-46006%3Alist=pasted-question-1627622163.25-31068-1627622163.54-46006%2FLarge+gaps) | 0.42% |
| They cover the wrong knowledge and/or skills | [7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622163.25-31068&came_from_title=Responses+by+Question&filters%2Fquestions%2F6801e9465d%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622163.25-31068%2Fpasted-question-1627622163.25-31068-1627622163.54-46006%3Alist=pasted-question-1627622163.25-31068-1627622163.54-46006%2FThey+cover+the+wrong+knowledge+and%2For+skills) | 0.74% |
| Not Answered | [925](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622163.25-31068&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe72485a4c6%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622163.25-31068%2Fpasted-question-1627622163.25-31068-1627622163.54-46006%3Alist=pasted-question-1627622163.25-31068-1627622163.54-46006%2F__not_answered__) | 97.27% |

**Do the Achievement Standards support ākonga Māori to succeed as Māori? (select all that apply) (Do the Standards value mātauranga Māori? Do they place the learner at the centre?)**

| Option | Total | Percent |
| --- | --- | --- |
| All standards do this | [16](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622178.25-10841&came_from_title=Responses+by+Question&filters%2Fquestions%2Ffce260d9c0%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622178.25-10841%2Fpasted-question-1627622178.25-10841-1627622178.52-85555%3Alist=pasted-question-1627622178.25-10841-1627622178.52-85555%2FAll+standards+do+this) | 1.68% |
| 1.1 does this | [3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622178.25-10841&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd4795d5c5e%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622178.25-10841%2Fpasted-question-1627622178.25-10841-1627622178.52-85555%3Alist=pasted-question-1627622178.25-10841-1627622178.52-85555%2F1.1+does+this) | 0.32% |
| 1.2 does this | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622178.25-10841&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd90c7e7fa0%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622178.25-10841%2Fpasted-question-1627622178.25-10841-1627622178.52-85555%3Alist=pasted-question-1627622178.25-10841-1627622178.52-85555%2F1.2+does+this) | 0.63% |
| 1.3 does this | [1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622178.25-10841&came_from_title=Responses+by+Question&filters%2Fquestions%2F8eea3d66ab%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622178.25-10841%2Fpasted-question-1627622178.25-10841-1627622178.52-85555%3Alist=pasted-question-1627622178.25-10841-1627622178.52-85555%2F1.3+does+this) | 0.11% |
| 1.4 does this | [1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622178.25-10841&came_from_title=Responses+by+Question&filters%2Fquestions%2Fa376b0433d%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622178.25-10841%2Fpasted-question-1627622178.25-10841-1627622178.52-85555%3Alist=pasted-question-1627622178.25-10841-1627622178.52-85555%2F1.4+does+this) | 0.11% |
| None of the standards do this | [4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622178.25-10841&came_from_title=Responses+by+Question&filters%2Fquestions%2F0f0fd7f729%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622178.25-10841%2Fpasted-question-1627622178.25-10841-1627622178.52-85555%3Alist=pasted-question-1627622178.25-10841-1627622178.52-85555%2FNone+of+the+standards+do+this) | 0.42% |
| Not Answered | [926](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622178.25-10841&came_from_title=Responses+by+Question&filters%2Fquestions%2F5063e1a358%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622178.25-10841%2Fpasted-question-1627622178.25-10841-1627622178.52-85555%3Alist=pasted-question-1627622178.25-10841-1627622178.52-85555%2F__not_answered__) | 97.37% |

**Are the Achievement Standards appropriate to Level 6 of the curriculum? (Approximately Year 11)**

| Option | Total | Percent |
| --- | --- | --- |
| Yes | [6](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622193.54-54389&came_from_title=Responses+by+Question&filters%2Fquestions%2F60c39b5b9d%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622193.54-54389%2Fpasted-question-1627622193.54-54389-1627622195.1-6720%3Alist=pasted-question-1627622193.54-54389-1627622195.1-6720%2FYes) | 0.63% |
| They are too challenging | [1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622193.54-54389&came_from_title=Responses+by+Question&filters%2Fquestions%2F8a4c41e647%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622193.54-54389%2Fpasted-question-1627622193.54-54389-1627622195.1-6720%3Alist=pasted-question-1627622193.54-54389-1627622195.1-6720%2FThey+are+too+challenging) | 0.11% |
| They are not challenging enough | [1](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622193.54-54389&came_from_title=Responses+by+Question&filters%2Fquestions%2F9b0dbf980c%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622193.54-54389%2Fpasted-question-1627622193.54-54389-1627622195.1-6720%3Alist=pasted-question-1627622193.54-54389-1627622195.1-6720%2FThey+are+not+challenging+enough) | 0.11% |
| They are a mix of too challenging and too easy | [18](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622193.54-54389&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe56b6e375c%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622193.54-54389%2Fpasted-question-1627622193.54-54389-1627622195.1-6720%3Alist=pasted-question-1627622193.54-54389-1627622195.1-6720%2FThey+are+a+mix+of+too+challenging+and+too+easy) | 1.89% |
| Not Answered | [925](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/manage_respondents?came_from=https%3A%2F%2Fconsultation.education.govt.nz%2Fncea%2Fras-level-1-phase-2-test%2Fconsultation%2Fquestion_report%3FquestionId%3Dpasted-question-1627622193.54-54389&came_from_title=Responses+by+Question&filters%2Fquestions%2F817651fe38%2Fsubpage.2021-07-30.4780411562%2Fpasted-question-1627622193.54-54389%2Fpasted-question-1627622193.54-54389-1627622195.1-6720%3Alist=pasted-question-1627622193.54-54389-1627622195.1-6720%2F__not_answered__) | 97.27% |

**Do you have any further feedback on the Achievement Standards? If you noted that there is important knowledge and/or skills missing, please detail that here.**

|  |  |
| --- | --- |
| [ANON-767U-4ESK-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4ESK-G) | The inclusion of Mātauranga Māori is concerning because it's based on oral lore. I'm not saying Mātauranga Māori's bad for schooling but it shouldn't be in science. just keep the old Achievement Standards. same as math, science needs arrange around the current size of current Achievement Standards. |
| [ANON-767U-4EE9-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EE9-G) | The science standards represent the nature of science stands well, however they rely heavily on literacy skills of Aokanga for interpretation and providing sufficient evidence. In particular the investigations standard will require at least 16 weeks of course time to complete sufficiently. The mandated assessment time frames will impact on course design and ignores the need for students to be assessed when ready. |
| [ANON-767U-4E3T-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4E3T-S) | The Science standards represent the nature of Science strands well but they rely heavily on literacy skills for interpretation and provision of sufficient evidence. The investigations will require around 16 teaching weeks per standards. All these standards require a lot of work. The mandated assessment time frame will impact on course design and will cause a difficult work load for students. Students should be able to be tested when they are ready. |
| [ANON-767U-4EEG-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EEG-X) | The nature of science strands rely heavily on literacy skills of akonga to do the interpretations skills and research. The time frame to do all of these is going to be very long . The designated assessment time will have an affect on course design and possibly clash with other subjects. Surely the students could be assessed when ready and not waiting for the time given. |
| [ANON-767U-4EEA-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EEA-R) | The literacy component of these standards is significant. There is a heavy focus on being able to digest information, interpretation and providing sufficient evidence. The investigation standards requires a huge amount of time to cover 3 investigations in depth, along with the comparison. The assessment time that has been preset will negatively impact on course planning and will conflict with other subjects. This ignores the student work load and stress, as the students should arguably be assessed when ready, which was an important part of the reason for the NCEA changes |
| [ANON-767U-4E3K-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4E3K-G) | They are about Nature of Science (NOS) and cover it but they need high literacy/comprehension from students. Investigation standard - very large and I don't think there will be enough time to complete this alongside the other standards to a high level. Assessment time is preset for all standards and conflicts with other subjects so will increase student workload and stress. It also completely ignores the idea of "assessing students when they are ready" which has been a huge mantra around the NCEA changes. |
| [ANON-767U-4EEX-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EEX-F) | NOS strands are well-represented, but rely heavily on literacy skills of Aokanga for interpretation and providing sufficient evidence. I am concerned about student workload and inflexibility around assessment dates. |
| [ANON-767U-4EER-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EER-9) | Issues I have: i. The Science standards rely very heavily on the literacy skills of students for interpretation and providing sufficient evidence. ii. the investigations standard will require a very long period of course time for students to complete it. iii. The mandated assessment time frames will: - impact on course design. - student workload at particular points during the year. - ignores the need for students to be assessed when ready. |
| [ANON-767U-4EC8-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EC8-D) | physics - mechanics |
| [ANON-767U-4E2J-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4E2J-E) | We feel that the standards will be focused on the student's literacy rather than their scientific knowledge. We worry that every subject will be doing the external assesments at the same time and the students may be over loaded. Every subject will be cramming the students as the resources will be sent at the same time. We also worry about the digital capability of the students and our Wifi/devices at the kura which may get over loaded. |
| [ANON-767U-4EUJ-H](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EUJ-H) | Schools should be able to mix and match standards from Science, PES, and Biochem to create an ENDORSABLE course (provided there are 2 externals and 2 internals). |
| [ANON-767U-4EU8-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EU8-Y) | The tools required to understand the world around us appear to be missing. We are asking students to critically analyze information and form their own opinions when they have nothing to hang this on – apart from the resources supplied. There appears to high teacher and student workload for some standards, whereas it looks like others could be attempted without any teaching and learning at all. The equity of the standards with regard to credits and workloads needs to be addressed. Foundational scientific knowledge appears to be missing from these standards. How does this course prepare students for more in-depth coverage at L2 and L3? The emphasis on literacy is deeply concerning. |
| [ANON-767U-4EU3-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EU3-T) | The tools required to understand the world around us appear to be missing. We are asking students to critically analyze information and form their own opinions when they have nothing to hang this on – apart from the resources supplied. There appears to high teacher and student workload for some standards, whereas it looks like others could be attempted without any teaching and learning at all. The equity of the standards with regard to credits and workloads needs to be addressed. Foundational scientific knowledge appears to be missing from these standards. How does this course prepare students for more in-depth coverage at L2 and L3? The emphasis on literacy is deeply concerning |
| [ANON-767U-4EU5-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EU5-V) | The tools required to understand the world around us appear to be missing. We are asking students to critically analyze information and form their own opinions when they have nothing to hang this on – apart from the resources supplied. There appears to high teacher and student workload for some standards, whereas it looks like others could be attempted without any teaching and learning at all. The equity of the standards with regard to credits and workloads needs to be addressed. Foundational scientific knowledge appears to be missing from these standards. How does this course prepare students for more in-depth coverage at L2 and L3? The emphasis on literacy is deeply concerning. |
| [ANON-767U-4EUH-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EUH-F) | The tools required to understand the world around us appear to be missing. We are asking students to critically analyze information and form their own opinions when they have nothing to hang this on – apart from the resources supplied. There appears to high teacher and student workload for some standards, whereas it looks like others could be attempted without any teaching and learning at all. The equity of the standards with regard to credits and workloads needs to be addressed. Foundational scientific knowledge appears to be missing from these standards. How does this course prepare students for more in-depth coverage at L2 and L3? The emphasis on literacy is deeply concerning. |
| [ANON-767U-4EB8-C](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4EB8-C) | Literacy is too high, some terminology my l3 students did not know the definitions for. Content needs to be defined and assessed. Context needs to be from a selected list and not "do anything local, local is ANYWHERE" its just far to open. There seems a real disconnect with the groups writing the latest science standards - CONTENT is an important component that needs to be assessed. As a group you have swung too far and probably a few have let their personal pedagogy take over the discussion. |
| [ANON-767U-4ET2-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4ET2-R) | There are very large gaps about what support pilot schools will actually receive. The ideas put forward aren't always applicable or appropriate e.g. measuring "physical health" using grip strength, jump height.  There needs to be more clarity around what schools would get as support, some criteria for what is going to be assessed in externally assessed standards |
| [ANON-767U-41S9-A](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-41S9-A) | We are concerned about the level of literacy required for these standards. There is a comment saying that the Chem and Bio, and Physics and ESS standards were brought in to allow progression to senior science subjects. Does this infer that Science in general is a go nowhere subject??? |
| [ANON-767U-41FF-A](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-41FF-A) | What are the Common Assessment talks going to look like. How will the Common Assessment tasks cater for literacy differences. Do you have to make a course out of 2 internal and 2 external or can you mix and match from any of the options? Do you have to construct a course across a standard line, that is science, or bio/chem etc It would have been better to have all of this information available before we start to discuss courses. Why do we not have any idea of what the level 2 and level 3 standards will look like as we make this journey? What resources will be available. Will we have further Jumbo days? What about funding etc. |
| [ANON-767U-41J7-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-41J7-Y) | These standards are so generic and context free and lacking exemplars it ishard to evaluate if they are in any way an improvement on what we are currently doing. Yet again another poorly resourced cluster fuck of a roll out. Moreover the supposed balance of internal to external actually looks like significantly more work on teachers through CAA and internals involving broader "portfolios" than we currently do.... |
| [ANON-767U-41UH-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-41UH-U) | Some of the standards are great advances in the right direction for science and the outlook seems positive - getting the assessments to meet the same direction will be interesting to see how it pans out. Keep listening to how to improve the assessment and teachers will get in behind it. |
| [ANON-767U-4146-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4146-8) | I just wanted to commend the SEG on covering the big ideas of science so elegantly and succulently. |
| [ANON-767U-4SV4-A](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4SV4-A) | A good breadth of skills here which can be applied across all areas. |
| [ANON-767U-4SSM-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627622209.65-56768&user_id=ANON-767U-4SSM-Z) | There is no assessing of any key knowledge it is all history of social studiesy skills. AS 1.2 and 1.4 are quite similar and could have been combined....looking at a socio-scientific issue and how it is communicated to the public- leaving room for some sort of science content based assessment enabling students to prepare for further studies in science |