## Mathematics and Statistics 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 | [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%3Dquestion.2021-07-30.8764128504&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc5972001e4%2Fsubpage.2021-07-29.8167738524%2Fquestion.2021-07-30.8764128504%2Fquestion-2021-07-30-8764128504-radiosubquestion%3Alist=question-2021-07-30-8764128504-radiosubquestion%2FThe+materials+are+ready+for+piloting) | 0.84% |
| The materials need small amendments before piloting | [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%3Dquestion.2021-07-30.8764128504&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb6d6b05a23%2Fsubpage.2021-07-29.8167738524%2Fquestion.2021-07-30.8764128504%2Fquestion-2021-07-30-8764128504-radiosubquestion%3Alist=question-2021-07-30-8764128504-radiosubquestion%2FThe+materials+need+small+amendments+before+piloting) | 1.47% |
| The materials need significant amendments before piloting | [25](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.2021-07-30.8764128504&came_from_title=Responses+by+Question&filters%2Fquestions%2F4390cc9381%2Fsubpage.2021-07-29.8167738524%2Fquestion.2021-07-30.8764128504%2Fquestion-2021-07-30-8764128504-radiosubquestion%3Alist=question-2021-07-30-8764128504-radiosubquestion%2FThe+materials+need+significant+amendments+before+piloting) | 2.63% |
| The materials are 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.2021-07-30.8764128504&came_from_title=Responses+by+Question&filters%2Fquestions%2Fa7f3b7dd10%2Fsubpage.2021-07-29.8167738524%2Fquestion.2021-07-30.8764128504%2Fquestion-2021-07-30-8764128504-radiosubquestion%3Alist=question-2021-07-30-8764128504-radiosubquestion%2FThe+materials+are+unsuitable+for+piloting) | 0.42% |
| Not Answered | [900](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.2021-07-30.8764128504&came_from_title=Responses+by+Question&filters%2Fquestions%2Fed8592106e%2Fsubpage.2021-07-29.8167738524%2Fquestion.2021-07-30.8764128504%2Fquestion-2021-07-30-8764128504-radiosubquestion%3Alist=question-2021-07-30-8764128504-radiosubquestion%2F__not_answered__) | 94.64% |

**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?**

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| --- | --- |
| [ANON-767U-4E1J-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4E1J-D) | excellent work |
| [ANON-767U-4E1W-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4E1W-T) | N/A |
| [ANON-767U-4ES8-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4ES8-W) | WE need more assessment activities, particularly for the externals ASAP. As many as possible please. |
| [ANON-767U-4EXC-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4EXC-D) | We feel that objective 3 in the numeracy standard asks for explanations and reasoning that requires a high level of literacy and unfairly penalises students with low literacy.Also Page 4 of sample assessment for numeracy common assessment test, has a question about global warming and a pie chart which states climate change..... this is a literacy question more than a numeracy question, expecting them to make the link between these two. The other numearcy questions are good, and link to practical maths which is relevant and useful. |
| [ANON-767U-4EHU-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4EHU-F) | Overall the material looks really good. A bit more clarity around what is included in the externals is needed before piloting. |
| [ANON-767U-4EN5-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4EN5-N) | There is been SUCH a lack of consultation for teachers.Statistics are taking up a far to large amount of the course load.You cannot assume students have access to devices.The bar for passing is SO low in the mathematics assessment (i.e. needing 3 skills across number/geometry/algebra/measurement)There is going to be a readiness issue for students. Will there be a chance to sit assessments more than once?I just can’t see reality and the MOE dream for education matching. |
| [ANON-767U-4E5A-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4E5A-8) | There is huge concern with the condensing of assessments into the bew achievement standards without the ability to use the naturally occurring evidence model which the ncea changes have indicated would be viable assessment models. External tasks and internals still requiromg students to perform under pressure of test-like assessments will be a barrier for achievement. A portfolio of evidence over time to grow a body of work that demonstrates each of the required skills is the best way for our students. |
| [ANON-767U-4E9W-2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4E9W-2) | Vague would be too descriptive |
| [ANON-767U-4E9G-J](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4E9G-J) | Dictating when we must assess 1.3 and 1.4 restricts what we teach and whe and may not be best suited to individual contexts.Needs more detail around what external standards are assessing. Hard to ensure we've covered everything if we don't have details.Example questions for externals would be very helpful.Sample questions for numeracy include source links and Web addresses for images. Whilst this is good practice it can be very misleading for kids. |
| [ANON-767U-4E9Q-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4E9Q-V) | Not enough information for the externals |
| [ANON-767U-4EC2-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4EC2-7) | The matrix: The wording on the Statistics Strand needs work. It has not been written in a grammatically correct way and is in contrast to the Number, Algebra, Geometry and Measurement columns. It is not succinct and uses terms like "data savvy citizens" and "telling a story about the wider situation" which is not appropriate language for a document of this nature.What does the sentence under the Geometry column :"find areas of non-uniform shapes using knowledge of co ordinates or maps" mean?Why is rotational symmetry not explicitly mentioned when line symmetry is? |
| [ANON-767U-4EG6-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4EG6-F) | More clarity and what is expected in each standard |
| [ANON-767U-4EG1-A](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4EG1-A) | Not enough information on the externals to see if Maori can succeed as Maori. Why can't there be two opportunities for the externals so we run semesters?Most of the less able students and Maori students will fail the combined assessment assignment. It is not a good idea to put two or more topics in one assessment as most of the students will fail. I still like more skilled based assessments in Level 1 and more able students to do Level 2 and Leve 3 with more questions in context. |
| [ANON-767U-4EJT-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4EJT-G) | Good matrix on one page, compact, can see holistic pictureLike the fact that the strands are interwovenShow where specific skills overlapNot too generalSeems to be easy to understand languageUse of word ‘epistemic’ not a word that is well known or understood and shouldn’t be on the matrix, needs easy to understand languageBig idea process and knowledge headings good to haveFeel lost about how to get to the goal of level 6 curriculum, unsure how to deliver, no hint of pedagogical pathway, lots of interpretation needed, especially for new, or new to maths teachersMaterial for externals is really needed so that teachers know how this may lookGood to see that some internals have a student choice of mode of presentation for internal tasksConcerns around literacy challenges with some students and the likely impact on their success due to thisCurrent numeracy portfolio shows that students are capable of "learning over time" compared to proposed "retention of knowledge" which is unrealistic for the real world students that we have in front of usExternals need much more informationInternals look to encourage project based learning and assessment, teachers need a lot more professional development as it is new to a lot of teachers and how they are facilitating learning at the momentVery concerned about the seeming model of going to a course where a small amount of content is being delivered and then the expectation is on each and every teacher to upskill and develop resources for implementation, wellbeing and workload issueReal need to be highlighted that these four standards make up our subject and don’t make up a course. ie. teachers are unaware that a course can be constructed with some or all of these standards, but that also, standards from across learning areas could be used to make up a course - clearly define the difference between a course and a subjectHow do resubs and resits fit in? |
| [ANON-767U-4E2W-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4E2W-U) | There are no sample externals for 1.4. The CAA 1.3 is not given and is unclear if it will be mathematical/statistical or both as two separate activites. |
| [ANON-767U-4EPK-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4EPK-D) | I think it is quite difficult to come up with a programme if you don't have an idea of what the externals will look like. Also the timing / format of the externals makes it hard to determine what is the best course of action in setting up a programme that is best suited for the students at your school. Nice to have more information, but still lots unclear. |
| [ANON-767U-4EP2-M](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4EP2-M) | Currently, the material provided is not fit for purpose. There are not enough completed exemplars. There isn't enough information about the externals. Some of the exemplars do not meet the Conditions of Assessment currently specified - specifically 1.1 Task 1.For standard 1.2, two of the exemplars are not complete using 'XXX' as a place holder, when they should have some actual content.The requirement for technology (or at least the heavy suggestion that it is used) for 1.1 wil put many of our students at a disadvantage.For standard 1.2, it looks like a very traditional, formal assessment. At least one exemplar of an alternative form would be apprecaited. |
| [ANON-767U-41H7-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41H7-W) | I feel that there needs to be more exemplars, course outlines that show how to integrate the big ideas and the signficant learning. There need to be more examples on how to include matuarang maori and te orite |
| [ANON-767U-416T-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-416T-8) | Material is not ready for piloting due to only Internal standards having sample activities. External standards would need to have sample activities before piloting could commence.Very little authentic matauranga maori learning activities in the course outlines - present in the assessment but not in the teaching units of work.Where is the PD for staff specific to maths in terms of providing cultural resources and to grow teacher understanding? (we are a multicultural teaching workforce)How many credits are needed for an endorsement?Is an external needed for an endorsement? |
| [ANON-767U-41NQ-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41NQ-W) | I understand that the standards are mathematics and statistics. However, it would appear that although statistics and probability are 1 of the 5 strands of maths, it seems to have priority and is 2 of the standards and everything else is combined into the other 2 standards. This does not seem right and their is too much emphasis on statistics which tests literacy as much as mathematical knowledge.Also in the numeracy assessment - there are too many words. The sample questions online are insufficient to fully judge. I feel that where the calculation can be made easily - ie the percentage off/amount paid question, that is should be a short answer question that allows students to demonstrate their knowledge and ability without random guessing. With too many multi choice questions you will get some students who randomly guess and manage to get a heap of correct answers whilst they are actually not numerate and others who are but in the way in which the question is phrased, and the selection of answers they have to choose from will trip up and answer incorrectly. |
| [ANON-767U-4196-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4196-D) | Too complex for many Year 11's.Impractical assessments.Reading legends (eg Maui and the sun) will challenge many that can't read well.Not sure these are written by people that have been in classroom recently. |
| [ANON-767U-419T-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-419T-B) | With only four standards, the assessments are high stakes. This completely contradicts the proposed system shifts of both Wellbeing (high stakes = high stress) and Inclusion and Equity (attendance levels, accessibility, unfamiliar context in Externals). Reducing the number of standards has allowed for the interweaving of the strands, however it seems the new standards and proposed changes (with a high emphasis on externals) the goals of Wellbeing and Inclusion and Equity of the Review, are better met under the current system.Seaming skills based numeracy assessment may result in teacher emphasis moving away from problem solving, critical thinking and contextualized learning.Could we please see Level 1 external exemplars as soon as possible to show us that the capabilities of problem solving and critical thinking are still valued. |
| [ANON-767U-41FD-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41FD-8) | Statistics seems to be the main focus of the internals while the rest of the curriculum is left to the external exam and CAT |
| [ANON-767U-413V-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-413V-7) | Exemplars from previous pilot schoolsClearer explanatory notesSpecifics about minimum required for assessmentHow much coverage of curriculum needs to be assessed for standard to be awarded |
| [ANON-767U-41KR-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41KR-U) | Achievement objectives should be clearer. Assessment exemplars: 1. are the exemplars designed to assess the appropriate curriculum level?; 2. useful to have exemplars/evidence format of students' work |
| [ANON-767U-41K1-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41K1-T) | I'd have liked more examples of what is meant |
| [ANON-767U-41Y1-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41Y1-8) | No not at this stage |
| [ANON-767U-41YU-C](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41YU-C) | I do not feel there are nearly enough draft materials for any of the internals and externals other than 1.1. |
| [ANON-767U-41JV-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41JV-X) | There isn't enough in the drafty materials.The Internal materials for 1.1 & 1.2 provided do not allow a teacher to easily construct a set of units or lesson plans. There needs to be a more detailed outline of what achieved, Merit and Excellence look like.It is appalling that there is nothing about the externals, at all. We need sample exemplars of all the tasks NOW and not just for the pilot schools. |
| [ANON-767U-41Y9-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41Y9-G) | The tasks and purpose for change is great. The overall approach of integrating maths together again is also great. However, teachers will need more support to know which content to cover and I envisage the tasks will be difficult to create so lots of pressure on subject associations to make them. Some of the tasks have lots of detail and appear really engaging for students, whereas others provided don't have much information or appear engaging. |
| [ANON-767U-41YV-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41YV-D) | Overall, most proposals are sensible but some sample tasks may not carry enough mathematical depth as is. Potential is there to be successful. Factors to consider include good teacher workload arrangements, ensuring depth of teaching remains sound. |
| [ANON-767U-4151-4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4151-4) | Examples of activities for both 1.3 and 1.4. |
| [ANON-767U-41DW-S](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41DW-S) | Assessments need far greater clarification - too many questions at our TOD. Numeracy now requires extensive coverage of the complete curriculum so how does that sit with exploring themes, allowing for local community variance. An E-asstle type test - is that really valid or just an easy way to monitor externally? |
| [ANON-767U-418A-Q](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-418A-Q) | Teaches are going to struggle with authenticity issues with group activities. The lack of actual pure Maths is going to turn off staff in a profession that is already short on quality practitioners. |
| [ANON-767U-41C5-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41C5-P) | Not just for the pilot, but generally for the future, even for internals, have common tasks ready for school to use, with the marking criteria, trialed with students. That would reduce the workload hugely, avoid problems arising from a task not being trialed on students, only proofread by teachers, and would insure more consistency between standards and grades across schools. |
| [ANON-767U-4179-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4179-E) | Materials need to provide guidance as to the depth of students understanding that needs to be evident for a student to gain achieved, merit or excellence. This needs to be outlined in advance for a student and as the trial goes on more details can be added. At this stage it seems too vague. |
| [ANON-767U-41MK-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41MK-P) | There is insufficient information to make any sort of informed judgement about the external standards. The bigger intent of the two internal standards (MS1.1 and MS1.2) might have been to be reimagined, but the exemplar activities suggest that the current vision of what an assessment activity might look like is a re-packaging of current standards. This is not forward-thinking or fit for purpose and are likely to just exacerbate the issues schools currently face with nit-picky moderation.Ready for piloting?• Much more detail is needed in unpacking the outlines in order for teachers to feel confident in implementing these in a classroom. Planning time for teachers would be essential.• Draft materials are a nice start but more detail linking the curriculum to each assessment and Resources to support integrating matauranga, especially within this subject area.Unpacking standard and COA• There is a vague guideline on how the assessment would be implemented, and a more clear guidance on the timing of when this would be. We question what special assessment conditions would be available for different internally assessed and externally assessed standards.Learning Matrix• There appears to be a lot of content, it is not clear what was identified as the most important ideas at this level that cannot be left to chance. The entirety of the learning matrix is more than could be reasonably taught well in the time available for teaching at year 11.• Statistics column: “Statistics & Probability” section is last, while the “with number” and “with measurement” sections are first (in other areas the core is first• Why are number and algebra split, geometry and measurement split, but not statistics and probability? Or better still why are number and algebra not together or geometry and measurement not together as they are in the curriculum - in the learning matrix.• Why are there reference to lower level AOs (eg parallel lines) and higher level AOs (eg using tree diagrams for probability)? The learning matrix should all be at CL6 as currently written in NZC• What is data savvy and why is it here?• It feels like, as presented in the learning matrix, long run relative frequency is the only reason we do probability at CL6 - it’s not! |
| [ANON-767U-41MU-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41MU-Z) | They are unsuitable because they are dumming down the requirements. |
| [ANON-767U-4124-4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4124-4) | 1) My biggest concern is the language being used about the Significant learning for Mathematics and statistics, and the implications of that language on teaching and learning of the subject.“The Mathematics and Statistics Learning Area curriculum, including its Whakataukī, inform this subject's Significant Learning – learning that is critical for students to know, understand, and do in relation to a subject by the end of each Curriculum Level.”“Learning Matrix as a tool to construct learning programmes that cover all the ‘not to be missed’ learning in a subject.“The Significant Learning comprises all the skills that ākonga are entitled to leave Curriculum Level 6 with.”The clear implication of the language used in the NCEA website, such as “critical”, “not to be missed”, and “entitled”, is that we have to teach all of the listed concepts and skills to all students. This will mean that the teaching of L6 Mathematics and Statistics will be shallow, as there will be no time for more than a ‘once over lightly’ coverage of so many concepts and skills. What is proposed is the worst of all possible teaching approaches, where we are constrained to teach everything to everyone, without time for deeper learning nor consolidation, knowing that this will lead to worse learning outcomes for all students. On top of this is the additional content, not in NZC L6, which has now been added to the Significant Learning. Now that everything is critical we have to teach everyone the centre of enlargement as an equal priority with quadratic equations and collecting and exploring data. In my viewpoint, centre of enlargement is not as important as the other two concepts, and it devalues teaching and learning to list everything as “critical”.2) Other concerns about the Significant Learning relate to the changes made to it between the Teacher-only-day in May and the Teacher-only-day in August. Firstly, the fact that the changes were made and teachers were not told about the changes meant that many schools only looked at the Significant Learning in May, assumed it hadn’t changed, and focused on the new Standards in August. They did not have a genuine opportunity for informed feedback on the changes to the Significant Learning.My concerns about the changes made to the Significant Learning for Mathematics and Statistics are to do with additional content not specified in NZC L6, which have been added to the significant learning. Some things have been left out (eg loci), which is understandable, but with the horrendous workload facing teachers and students to try to learn a little bit about everything instead of in-depth understanding of crucial concepts, every additional requirement hurts a student’s education. In many cases, the additional requirements remove the original constraints on a topic, which were specified in NZC L6 or the TKI senior secondary guides L6, to specify the difference between L6 (a small introduction to a concept) and L7 (the whole concept). The removal of the constraints indicates that L6 students now have to master the entire concept, even though it is specified in the curriculum as being at L7 or L8. The things I have noticed which have been added are:• Find optimal solutions no longer specifies using numerical approaches, indicating this is expanded to a more algebraic approach to optimisation.• I am confused by the word “non-uniform” in the bullet point “find areas of non-uniform shapes using knowledge of co-ordinates or maps”. This is not a standard maths word (at least I can’t find a definition related to maths). Does it mean irregular? I prefer the wording in the curriculum which this has replaced, which has a specific mathematical meaning which teachers understand and can teach: “points in common and areas contained by two or more loci”.• Replaces “tree diagrams with counts” (indicating that fractions on branches are not expected at NZC L6), with “tree diagrams”, which is specifically included in NZC L7. Tree diagrams as such were deliberately moved to L7 from L6 when the curriculum was written, so that students would develop a stronger understanding of probability before they learned tree diagrams.• Replaces “informal simple conditional probabilities from a two-way table”, with “conditional probability”, which is specified at NZC L8.• Replaces “expected number” with “expected value”, the formal statistical concept which is specified at NZC L8.• I don’t believe that the informal language of “data-savvy” belongs in a formal document which teachers are going to be judged against in terms of whether we have delivered the teaching which enables the learning that students are “entitled to”.At my school, our current teaching approach is based on the understanding that the current NZC L6 includes too much to be able to teach it all in one year, so we pick and choose the concepts and skills which we believe are crucial to numeracy as a citizen, and to further learning in Mathematics and Statistics. At L7, we offer different pathways for students (all of which can lead to a UE qualification), and we offer some choice at L6 so that students can opt for an algebra-heavy course preparing them for further learning in Mathematics & Statistics, or an algebra-light course which can lead them to further learning in Statistics only. We believe that some choice at L6 is appropriate for students rather than specifying one size fits all. We don’t believe that it constrains our students future as we do have students continuing on to university study from the statistics pathway. In fact, we believe that offering a statistics pathway keeps students in Mathematics & Statistics when they would otherwise decide not to keep studying it.I think the most important thing is to keep the Significant Learning to the most important ideas in the curriculum at L6, not a long list of many concepts and skills which are all considered equally critical. |
| [ANON-767U-41UT-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41UT-7) | Change the order of the External Assessments. To place a statistical-based External in Term 2 (up to 20 weeks) will mean schools are more focused on this strand than pure mathematics and possible connections. Leaving 10-15 weeks for the other connections. With no understanding of what is required for L2 there is a greater risk of underprepared students for continuing education. |
| [ANON-767U-41BZ-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-41BZ-T) | At present, the lack of detail in the standards – the externals in particular – make it very difficult to plan a course for Year 11 in 2023. Student exemplars, example tasks, and expanded Explanatory Notes are required to enable a coherent and meaningful pilot course. |
| [ANON-767U-4146-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9843360467&user_id=ANON-767U-4146-8) | My understanding is that one of the main goals of the NCEA change package is to elevate and value mātauranga Māori. The material presented does not address this. Unlike other subjects' changes, the summaries provided have used te reo Māori (and talanoa) to rename ideas. This is not an incorporation of mātauranga Māori, though. There are suggestions that kaupapa Māori may be included, but mātauranga Māori is not addressed. AS 1.2, again, suggests we live in a bicultural country, but the wording of the AS implies using Māori or Pacific problems as flavour text to the problems we present. Surely we can do better than this. For example, geometry is key to wayfinding. Please, find ways to incorporate more examples of mātauranga Māori into this work. Having spoken to numerous pre-service maths and statistics teachers, this is an area they are deeply concerned about as they do not know how to incorporate mātauranga Māori into their future practice. While I recognise that there will be professional development created to address this, it would be best to role model this in the materials provided from the get go. |

**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 | [12](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.2021-07-30.7245564666&came_from_title=Responses+by+Question&filters%2Fquestions%2F1ca107f251%2Fsubpage.2021-07-29.6111154106%2Fquestion.2021-07-30.7245564666%2Fquestion-2021-07-30-7245564666-radiosubquestion%3Alist=question-2021-07-30-7245564666-radiosubquestion%2FThe+Course+Outline%28s%29+are+useful+examples) | 1.26% |
| The Course Outline(s) are unclear or do not contain enough information | [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%3Dquestion.2021-07-30.7245564666&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd6f561becc%2Fsubpage.2021-07-29.6111154106%2Fquestion.2021-07-30.7245564666%2Fquestion-2021-07-30-7245564666-radiosubquestion%3Alist=question-2021-07-30-7245564666-radiosubquestion%2FThe+Course+Outline%28s%29+are+unclear+or+do+not+contain+enough+information) | 1.16% |
| The Course Outline(s) are too similar to show multiple ways a course could be constructed | [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.2021-07-30.7245564666&came_from_title=Responses+by+Question&filters%2Fquestions%2Ffb81b21941%2Fsubpage.2021-07-29.6111154106%2Fquestion.2021-07-30.7245564666%2Fquestion-2021-07-30-7245564666-radiosubquestion%3Alist=question-2021-07-30-7245564666-radiosubquestion%2FThe+Course+Outline%28s%29+are+too+similar+to+show+multiple+ways+a+course+could+be+constructed) | 0.11% |
| 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%3Dquestion.2021-07-30.7245564666&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb8e70302b8%2Fsubpage.2021-07-29.6111154106%2Fquestion.2021-07-30.7245564666%2Fquestion-2021-07-30-7245564666-radiosubquestion%3Alist=question-2021-07-30-7245564666-radiosubquestion%2FThe+Course+Outline%28s%29+are+not+useful) | 0.21% |
| 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%3Dquestion.2021-07-30.7245564666&came_from_title=Responses+by+Question&filters%2Fquestions%2F0f624022b7%2Fsubpage.2021-07-29.6111154106%2Fquestion.2021-07-30.7245564666%2Fquestion-2021-07-30-7245564666-radiosubquestion%3Alist=question-2021-07-30-7245564666-radiosubquestion%2F__not_answered__) | 97.27% |

**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 | [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.2021-07-30.8127110419&came_from_title=Responses+by+Question&filters%2Fquestions%2F18a881e3d4%2Fsubpage.2021-07-29.6111154106%2Fquestion.2021-07-30.8127110419%2Fquestion-2021-07-30-8127110419-radiosubquestion%3Alist=question-2021-07-30-8127110419-radiosubquestion%2FThe+course+outline%28s%29+demonstrate+this+clearly) | 0.11% |
| The course outline(s) demonstrate this to some extent | [12](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.2021-07-30.8127110419&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe069851c80%2Fsubpage.2021-07-29.6111154106%2Fquestion.2021-07-30.8127110419%2Fquestion-2021-07-30-8127110419-radiosubquestion%3Alist=question-2021-07-30-8127110419-radiosubquestion%2FThe+course+outline%28s%29+demonstrate+this+to+some+extent) | 1.26% |
| The course outline(s) do not demonstrate 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%3Dquestion.2021-07-30.8127110419&came_from_title=Responses+by+Question&filters%2Fquestions%2F031d084024%2Fsubpage.2021-07-29.6111154106%2Fquestion.2021-07-30.8127110419%2Fquestion-2021-07-30-8127110419-radiosubquestion%3Alist=question-2021-07-30-8127110419-radiosubquestion%2FThe+course+outline%28s%29+do+not+demonstrate+this) | 1.37% |
| 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%3Dquestion.2021-07-30.8127110419&came_from_title=Responses+by+Question&filters%2Fquestions%2F4a7f257746%2Fsubpage.2021-07-29.6111154106%2Fquestion.2021-07-30.8127110419%2Fquestion-2021-07-30-8127110419-radiosubquestion%3Alist=question-2021-07-30-8127110419-radiosubquestion%2F__not_answered__) | 97.27% |

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

|  |  |
| --- | --- |
| [ANON-767U-4ES8-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-4ES8-W) | We would need more information on how to incorporate mātauranga Māori in our courses and teaching. |
| [ANON-767U-4E9Q-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-4E9Q-V) | The course outlines are pretty broad |
| [ANON-767U-4EJT-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-4EJT-G) | None of these would work in the current environment of our school |
| [ANON-767U-4EPK-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-4EPK-D) | Again it would be nice to have more information about the externals so we could see how to adapt or see ways to adapt these course outlines or make our own. |
| [ANON-767U-41AH-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-41AH-7) | The course outlines are interesting, it seems that 1.1 and 1.3 are Statistics and ProbabilityWhile 1.2 and 1.4 are pure maths. It is not realistic to teach maths like this and teaching half a year of just stats would not be beneficial to the Learners or the teachers, the course outlines suggest you can mix it up but with the assessment schedule this would not work. We propose as a solution that schools could select the standards they assess first and if 1.2 and 1.4 were both offered mid year and end of year it would allow schools more flexibility. On the other hand though as it is means that if a learner changes school they would be doing the same thing! We are also worried about the lower level learners who do not get their numeracy, this course doesn't give flexibility to them, they could take the whole year to learn one of the assessments.We also want to know what will happen to the MCAT? |
| [ANON-767U-41H7-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-41H7-W) | The learning matrix shows how to integrate the big ideas and the signficant learning e.g. teaching number with algebra and measurement and geometry but the sample course outlines do not do this, the signficant learnings are taught in silos |
| [ANON-767U-416T-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-416T-8) | Very little authentic matauranga maori learning activities in the course outlines - present in the assessment but not in the teaching units of work.Where is the PD for staff specific to maths in terms of providing cultural resources and to grow teacher understanding? (we are a multicultural teaching workforce) |
| [ANON-767U-4196-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-4196-D) | Would have been good if the people who wrote the course outlines talked to the people scheduling the common assessment tasks.Don't underestimate the need for students to practice skills.Is it tokenism to have trigonometry applied to Maui slowing the sun? Pretty sure angles of elevation were not part Maui's plan. |
| [ANON-767U-413V-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-413V-7) | Seemed to be covering too much content in time allowed |
| [ANON-767U-41KR-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-41KR-U) | Tokenism. Statistics content is not pitched at the correct level (seems more like primary school level) - starter of rich task, but not real ideas on how to develop these tasks & ideas for secondary students. |
| [ANON-767U-41YW-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-41YW-E) | My main concern is that the course outline don't seem to allow for student for students with additional educational needs, there is no mention of how these students could access this curriculum |
| [ANON-767U-41K1-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-41K1-T) | The 1.3 External is due to be held in term 2, but the course outlines show 1.3 being covered in term 3, so it would be good to have course outlines that show the material being covered before and not after the internal |
| [ANON-767U-41CN-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-41CN-F) | 1.1 and 1.2 had some clarification nothing for 1.3 and 1.4 |
| [ANON-767U-41JV-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-41JV-X) | All the course outlines imply that a new course should include learning from 12 of the 13 current standards. As we know there is only time in any one calendar year for 6 or 7 of these 13 standards to be completed and assessed. This expectation needs to be revised or if it is to be the case, teachers need to know what aspects will not be assessed from each of the current standards in the future. We need top know what to actually teach and the depth that we need to go to. |
| [ANON-767U-418W-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-418W-D) | A number of the outlines had akonga learning Stats after the CAA which covers Stats literacy...At our Jumbo day in Timaru, we came up with a possible teaching order. |
| [ANON-767U-4179-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-4179-E) | My biggest concern is designing a level 1 course with no idea about what the standards and scope of learning will look like at level 2. We could end up way off target in our planning in 2022 which would cause a great deal of extra work to "catch up". |
| [ANON-767U-41MK-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-41MK-P) | • In all course outlines there is an imbalance between the time given to each standard, even though each standard is meant to be of equal weighting. The most glaring example of this is CO3 where only 6 weeks is given to the 1.1 standard.1.1 as currently written appears to be a combination of our current BVD, MVD, Exp Prob with some time series and statistical literacy thrown in. Our standard course takes at least 14 weeks to cover this huge chunk of learning (not including assessment time). 1.1 as currently written gives guidance that the assessment could be run across 8 weeks, yet CO3 only allows 6 weeks of teaching??• IF the course outlines were taught in the order presented then none of these outlines would prepare students for the CAA 1.3 at the end of term 2 (current indication of time for 1.3 assessment)• There needs to be more detail as in their current form there is a lot of content and timing that is unclear/doesn’t make sense.• CO2 was unhelpful with no links to teaching activities, just a list of skills• CO3 – we liked that it had links to the curriculum elaborations and thought this should be modelled across future course outlines. Most of their links were to current known and curated resources (eg SS T&L guide)• CO3: Block 1 states Number across the curriculum including Stats & Prob but no stats or prob in the learning activities• CO1: Block 2 - why these references to the mathematical problem solving models (NZMaths link isn’t even a model/framework) - what is well-known/accepted/current best practice internationally in the literature? This is what should be referenced here• CO1: Block 2 shouldn’t be telling teachers what they should be revising - this is up to individual schools/teachers to understand when they look at the CL6 content with their students• CO1: Information for Block 1 isn’t that helpful for knowing actually what would be taught here and how. We found it uncomfortable referencing a workbook being created by one of the RAS group members, and do not think it is good modelling for the sector to have “workbooks” up front as a resource - we should be referencing Teaching & Learning guides which encourage strong teacher pedagogy rather than student (fill in the gaps?) workbooks• Across all course outlines, there are places where the teaching activities are not at curriculum level 6 (eg CO2 discussions volume of cuboids, bearings, parallel lines, standard form + more which are all CL5 or below skills) - these should NOT appear in the course outlinesMātauranga Māori:• Although there is an effort in some of the assessment materials to include cultural contexts, this is not shown in the course outlines• Very little te reo is used throughout the course outlines• This is the area that most teachers are most worried about and it is really important to (1) model what we can do and (2) be explicit in describing what we are doing well but might not be aware of it (eg having high expectations of all our learners) |
| [ANON-767U-41BZ-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.9084763098&user_id=ANON-767U-41BZ-T) | They clearly display three different approaches to course design. However, the lack of assessment information means that they are good for a read and discussion about the general direction that a school wants to head in. But that's it. |

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

| Option | Total | Percent |
| --- | --- | --- |
| The standard is ready for 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%3Dquestion.2021-07-30.6174755575&came_from_title=Responses+by+Question&filters%2Fquestions%2F0ae624ced7%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.6174755575%2Fquestion-2021-07-30-6174755575-radiosubquestion%3Alist=question-2021-07-30-6174755575-radiosubquestion%2FThe+standard+is+ready+for+piloting) | 0.84% |
| 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.2021-07-30.6174755575&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc5587e6775%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.6174755575%2Fquestion-2021-07-30-6174755575-radiosubquestion%3Alist=question-2021-07-30-6174755575-radiosubquestion%2FThe+standard+needs+small+amendments+before+piloting) | 0.21% |
| The standard needs significant amendments before piloting | [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%3Dquestion.2021-07-30.6174755575&came_from_title=Responses+by+Question&filters%2Fquestions%2F95bf9ec0f0%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.6174755575%2Fquestion-2021-07-30-6174755575-radiosubquestion%3Alist=question-2021-07-30-6174755575-radiosubquestion%2FThe+standard+needs+significant+amendments+before+piloting) | 0.53% |
| The standard is unsuitable for piloting | [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.2021-07-30.6174755575&came_from_title=Responses+by+Question&filters%2Fquestions%2F22b014e42e%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.6174755575%2Fquestion-2021-07-30-6174755575-radiosubquestion%3Alist=question-2021-07-30-6174755575-radiosubquestion%2FThe+standard+is+unsuitable+for+piloting) | 0.11% |
| 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%3Dquestion.2021-07-30.6174755575&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc7068c9b68%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.6174755575%2Fquestion-2021-07-30-6174755575-radiosubquestion%3Alist=question-2021-07-30-6174755575-radiosubquestion%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 | [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.2021-07-30.7094676937&came_from_title=Responses+by+Question&filters%2Fquestions%2F4496674845%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.7094676937%2Fquestion-2021-07-30-7094676937-radiosubquestion%3Alist=question-2021-07-30-7094676937-radiosubquestion%2FThe+criteria+are+clear) | 0.63% |
| The criteria need some clarification | [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%3Dquestion.2021-07-30.7094676937&came_from_title=Responses+by+Question&filters%2Fquestions%2F27c50af51c%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.7094676937%2Fquestion-2021-07-30-7094676937-radiosubquestion%3Alist=question-2021-07-30-7094676937-radiosubquestion%2FThe+criteria+need+some+clarification) | 0.53% |
| The criteria need significant clarification | [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%3Dquestion.2021-07-30.7094676937&came_from_title=Responses+by+Question&filters%2Fquestions%2Fdde93f906c%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.7094676937%2Fquestion-2021-07-30-7094676937-radiosubquestion%3Alist=question-2021-07-30-7094676937-radiosubquestion%2FThe+criteria+need+significant+clarification) | 0.53% |
| 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%3Dquestion.2021-07-30.7094676937&came_from_title=Responses+by+Question&filters%2Fquestions%2F96639b6458%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.7094676937%2Fquestion-2021-07-30-7094676937-radiosubquestion%3Alist=question-2021-07-30-7094676937-radiosubquestion%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 | [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.2021-07-30.7711599070&came_from_title=Responses+by+Question&filters%2Fquestions%2F83d23b7e22%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.7711599070%2Fquestion-2021-07-30-7711599070-radiosubquestion%3Alist=question-2021-07-30-7711599070-radiosubquestion%2FGuidance+is+sufficient+and+clear) | 0.74% |
| Further detail is needed in the guidance | [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%3Dquestion.2021-07-30.7711599070&came_from_title=Responses+by+Question&filters%2Fquestions%2F45b5a918ed%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.7711599070%2Fquestion-2021-07-30-7711599070-radiosubquestion%3Alist=question-2021-07-30-7711599070-radiosubquestion%2FFurther+detail+is+needed+in+the+guidance) | 0.32% |
| Guidance is unclear | [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%3Dquestion.2021-07-30.7711599070&came_from_title=Responses+by+Question&filters%2Fquestions%2F893a40fc8a%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.7711599070%2Fquestion-2021-07-30-7711599070-radiosubquestion%3Alist=question-2021-07-30-7711599070-radiosubquestion%2FGuidance+is+unclear) | 0.53% |
| 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%3Dquestion.2021-07-30.7711599070&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb6985b8021%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.7711599070%2Fquestion-2021-07-30-7711599070-radiosubquestion%3Alist=question-2021-07-30-7711599070-radiosubquestion%2F__not_answered__) | 98.42% |

**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 | [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.2021-07-30.8561308230&came_from_title=Responses+by+Question&filters%2Fquestions%2F7166cb168b%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.8561308230%2Fquestion-2021-07-30-8561308230-radiosubquestion%3Alist=question-2021-07-30-8561308230-radiosubquestion%2FI+could+use+or+adapt+all+3+activities) | 0.63% |
| I could use or adapt 1 or 2 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%3Dquestion.2021-07-30.8561308230&came_from_title=Responses+by+Question&filters%2Fquestions%2F1028c5a142%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.8561308230%2Fquestion-2021-07-30-8561308230-radiosubquestion%3Alist=question-2021-07-30-8561308230-radiosubquestion%2FI+could+use+or+adapt+1+or+2+activities) | 1.05% |
| I could not use or adapt any of these activities | 0 | 0.00% |
| 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%3Dquestion.2021-07-30.8561308230&came_from_title=Responses+by+Question&filters%2Fquestions%2F0e3c000031%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.8561308230%2Fquestion-2021-07-30-8561308230-radiosubquestion%3Alist=question-2021-07-30-8561308230-radiosubquestion%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%3Dquestion.2021-07-30.9917774541&came_from_title=Responses+by+Question&filters%2Fquestions%2Fcd6a608e2c%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.9917774541%2Fquestion-2021-07-30-9917774541-radiosubquestion%3Alist=question-2021-07-30-9917774541-radiosubquestion%2FAll+3+activities+do+this) | 0.42% |
| 1 or 2 of the activities do this | [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%3Dquestion.2021-07-30.9917774541&came_from_title=Responses+by+Question&filters%2Fquestions%2F947c04d8e9%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.9917774541%2Fquestion-2021-07-30-9917774541-radiosubquestion%3Alist=question-2021-07-30-9917774541-radiosubquestion%2F1+or+2+of+the+activities+do+this) | 1.16% |
| None of the activities do 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%3Dquestion.2021-07-30.9917774541&came_from_title=Responses+by+Question&filters%2Fquestions%2Ff59104c3e9%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.9917774541%2Fquestion-2021-07-30-9917774541-radiosubquestion%3Alist=question-2021-07-30-9917774541-radiosubquestion%2FNone+of+the+activities+do+this) | 0.11% |
| 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%3Dquestion.2021-07-30.9917774541&came_from_title=Responses+by+Question&filters%2Fquestions%2F392f2aefe8%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.9917774541%2Fquestion-2021-07-30-9917774541-radiosubquestion%3Alist=question-2021-07-30-9917774541-radiosubquestion%2F__not_answered__) | 98.32% |

**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 | [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.2021-07-30.0726198806&came_from_title=Responses+by+Question&filters%2Fquestions%2F2ecf882360%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.0726198806%2Fquestion-2021-07-30-0726198806-radiosubquestion%3Alist=question-2021-07-30-0726198806-radiosubquestion%2FAll+3+activities+do+this) | 0.74% |
| 1 or 2 of the 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%3Dquestion.2021-07-30.0726198806&came_from_title=Responses+by+Question&filters%2Fquestions%2F1af53dc1f5%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.0726198806%2Fquestion-2021-07-30-0726198806-radiosubquestion%3Alist=question-2021-07-30-0726198806-radiosubquestion%2F1+or+2+of+the+activities+do+this) | 0.53% |
| 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%3Dquestion.2021-07-30.0726198806&came_from_title=Responses+by+Question&filters%2Fquestions%2F7c5bf65d1b%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.0726198806%2Fquestion-2021-07-30-0726198806-radiosubquestion%3Alist=question-2021-07-30-0726198806-radiosubquestion%2FNone+of+the+activities+do+this) | 0.21% |
| Not Answered | [937](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.2021-07-30.0726198806&came_from_title=Responses+by+Question&filters%2Fquestions%2Fa166ce68e7%2Fsubpage.2021-07-29.4054446995%2Fquestion.2021-07-30.0726198806%2Fquestion-2021-07-30-0726198806-radiosubquestion%3Alist=question-2021-07-30-0726198806-radiosubquestion%2F__not_answered__) | 98.53% |

**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-4ENM-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-4ENM-D) | All grade levels are unclear. The marking schedules are quite ambiguous, especially compared to the current standards. |
| [ANON-767U-4E9Q-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-4E9Q-V) | This is the one I'm most confident we could run with. |
| [ANON-767U-4EC2-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-4EC2-7) | This Standard looks like the old Number AS but is now worth 5 credits instead of 4.I like the way it is broken up into parts so that students know exactly what to answer. |
| [ANON-767U-4EJT-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-4EJT-G) | Like that it is any investigation, is very open, gives individuals a lot of choiceHow much cross over is there between 1.1 and 1.3?Pulling all the different types of investigations togetherLike that it is less directive - here is a dataset, what do we want to do with it?Group element - how much is allowed to be a group and how much individual? There is controversy around a group grade vs an individual gradeGood student choice of presentation in example assessment |
| [ANON-767U-41AH-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-41AH-7) | We liked the blend it has a generic way of looking at life - needs a meaningful context. However there was strong opinions in the room that it was very dangerous to talk about what learners had in their lunchbox. This could open a whole can of worms around eating disorders and instead of improving learner well being it could make them worse! Some got excited about the possibility of an experiment on food and the lenght of breaks/timetable, however most thought we need to be really careful about the context of the questions and the need to be careful that it wasn't just "tokenism"Passing this Standard would require really good data, so that you have the chance for quality analysis and discussions. It was felt there would need to be checkpoints in place. There was strong feeling in the room that Workbooks would need to be updated and available asap! We felt that "Chance and Data" had been left off. |
| [ANON-767U-4196-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-4196-D) | Impractical. How is marking to be consistent across videos, posters, reports etc.Collecting data accurately will be a challenge for many Year 11's. Will this hamper their completion of the standard? |
| [ANON-767U-41KR-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-41KR-U) | Data collected from activities may not be suitable for curriculum level 6 |
| [ANON-767U-41JV-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-41JV-X) | The requirement for a student to complete TWO different investigations means that the students will NOT be doing less assessment, they will be doing more or at least the same. For example this is the equivalent of doing a 1.10 and a 1.11 assessment. If this happens with all 4 new standards then pupils will in fact be doing 8 assessments rather the current 6 or 7.Re: NAME levels - these can be gleaned from the materials, but it will take hours. Could a "ticksheet" style document be created so that each individual teacher doesn't have to do it on their own.The probability Fun N Games didn't make sense. |
| [ANON-767U-4151-4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-4151-4) | More ideas might be needed to incorporate the experimental probability in tasks. |
| [ANON-767U-41MK-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-41MK-P) | PilotingThis standard feels like it has been created by merging the current BVD, MVD & experimental probability internals and also thrown in half of the Chance & Data external (time series, stats lit) - it has kept the same issues that those standards suffered from. It doesn’t feel forward thinking at all. There is no Exploratory Data Analysis though this is in the title, there are difficulties with blurring sample-to-population inference with other thinking…. we were really disappointed reading it. We were looking forward to a fresh, forward thinking standard that opens up opportunities for students to engage meaningfully with data in a multitude of different ways, using our CL6 Statistics as the guiding beacon – this isn’t what was produced. Where could we give students/have students source a really rich multivariate data set and let them explore and discover stories for themselves? This standard wouldn’t allow that, and forces students down particular paths due to the requirements as written eg you must do two of…a bivariate investigation, a comparison investigation etc• I’m unclear why “investigative styles” are being used - it is obvious this standard is looking at particular data types. For me “investigative styles” is more the style of the investigation - is it an experiment? Survey data that you’ve collected? Observational data? Or given some data?• What are they meaning by “data exploration” as this isn’t evident at all from the rest of the resources• Why are we requiring students to collect their own data?• COA: why should it be independent work? Except for data collection? So therefore planning? It reads as the old BVD or Exp Prob COA forced to fit here.- How does “feedback on plan” compare with other assessment practices in other subject areas eg “checkpoints” - are we doing our students a disservice by writing these restrictions now? Eg English portfolio pieces - students will get feedback that a piece of writing is currently at Merit, and you can add more/do this or this for Exc.- Creating a questionnaire isn’t collecting data - bad modelling for teachers in here- collecting data from the internet comes with a whole different set of issues than measuring and collecting data themselves.- open or closed book? Assignment style? Work out of class? Work on little bits at a time? (eg 3 mini-assessments!)....• we are unsure about where Inference comes into it - does it really need to be in here at all as it currently is just applying to the box plots• Guidance is unclear - Assessment unclear around how much teacher guidance can be given, do the two ‘styles’ need to be included into one PPDAC cycle or can they be done separately?A/M/E criteria & assessment schedules• Why are there examples of the rote-learned sampling variability statement for merit and excellence? And under a BVD “investigation”?• A/M/E looks a similar level to what we have currently• The same pickiness that we all struggle with appears to be coming through again in placesActivities:• The task instructions have not been adapted to each task, they don’t make sense with some of the situations - eg Task 2: why do I need to “identify who you are sampling” if the data wasn’t sampled? Why do I need a sample size of at least 25 if I’m not sampling and collect my own data• Activity A: exemplar material questions:- is using a fitted linear model for prediction CL6? Doesn’t this take away from the visual approach we are really encouraging students to do at this level?- why a sampling variability statement with BVD? Why here anyway? This is our opportunity to clean up issues with current standards, not replicate them :(- “making the call” pops up in the report in a section but not in other sections (good) but it just feels forced.• Activity B: Task 2 instructions don’t match activity at all when talking about playing games- resource sheet b - only describes pūkana game, very unclear how this links to outcomes of chance - initial impression was it was selected as it is “cultural”; could have offered a wider range of games (from other cultures too)- sampling variability statement in schedule - no discussion that this should happen from a probability viewpoint - is this CL6? Or beyond?Activity C: - no sampling variability in there :)- suggested displays don’t match with the intent of “multiple investigations” as indicated throughout the rest of the standardThe AS1.1 exemplar answers video we had issues with• The “appropriate” displays were not obvious choices - a lot of extra different graphs. Lost PPDAC structure more lets show lots of info in lots of different graphs. Losing focus on particular graphs (box plot, scatter graph, time series) that we commonly see now in Chance and Data• Sampling method incorrect for level. Was incorrectly identified as a cluster sample but should of been Simple Random Sample anyway.• Example outdated, we are meant to be moving away from comparing males and females - gave an option for prefer not to say’ but thats not the correct term and then this person was removed from the data to analyse it - puts forward that this person doesn't matter.mātauranga MāoriNone of the activities do this or very minimally - we need more support and examples of how to do this in a Māori Context and how to exemplify it well. We need to be provided resources for where to find/collect good quality data. It has the potential to adapt into mātauranga Māori contexts but we need more support on how and where.For all learners• Opportunity for good engagement since there appears to be a lot of student choice. However quite a bit of guidance may be required for some students as it may be quite overwhelming. |
| [ANON-767U-41BZ-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.1368101789&user_id=ANON-767U-41BZ-T) | Without student exemplars it is difficult to determine what type of evidence will be considered sufficient to award each grade. Presently with NCEA, there is a real issue with consistency and assessment conditions across schools. For example: timeframe to complete assessment, access to notes and resources (open book), teacher guidance, complexity and variation of assessment tasks or activities. This makes a mockery of moderation and consistency across schools.The fact that these proposed standards are very broad and cover a wide range of Mathematical skills and knowledge will only serve to exacerbate these consistency issues. |

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

| Option | Total | Percent |
| --- | --- | --- |
| The standard is 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.2021-07-30.0292642703&came_from_title=Responses+by+Question&filters%2Fquestions%2F6475d8304d%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.0292642703%2Fquestion-2021-07-30-0292642703-radiosubquestion%3Alist=question-2021-07-30-0292642703-radiosubquestion%2FThe+standard+is+ready+for+piloting) | 0.63% |
| The standard needs small amendments before piloting | [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%3Dquestion.2021-07-30.0292642703&came_from_title=Responses+by+Question&filters%2Fquestions%2F11517fee9d%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.0292642703%2Fquestion-2021-07-30-0292642703-radiosubquestion%3Alist=question-2021-07-30-0292642703-radiosubquestion%2FThe+standard+needs+small+amendments+before+piloting) | 0.53% |
| The standard needs significant amendments before 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%3Dquestion.2021-07-30.0292642703&came_from_title=Responses+by+Question&filters%2Fquestions%2F328424efc0%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.0292642703%2Fquestion-2021-07-30-0292642703-radiosubquestion%3Alist=question-2021-07-30-0292642703-radiosubquestion%2FThe+standard+needs+significant+amendments+before+piloting) | 1.05% |
| The standard is unsuitable for piloting | 0 | 0.00% |
| 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.2021-07-30.0292642703&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb41bfde9da%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.0292642703%2Fquestion-2021-07-30-0292642703-radiosubquestion%3Alist=question-2021-07-30-0292642703-radiosubquestion%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 | [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%3Dquestion.2021-07-30.1480710649&came_from_title=Responses+by+Question&filters%2Fquestions%2F99483db0d9%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.1480710649%2Fquestion-2021-07-30-1480710649-radiosubquestion%3Alist=question-2021-07-30-1480710649-radiosubquestion%2FThe+criteria+are+clear) | 0.32% |
| The criteria need some 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.2021-07-30.1480710649&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb8607157e9%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.1480710649%2Fquestion-2021-07-30-1480710649-radiosubquestion%3Alist=question-2021-07-30-1480710649-radiosubquestion%2FThe+criteria+need+some+clarification) | 0.95% |
| 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%3Dquestion.2021-07-30.1480710649&came_from_title=Responses+by+Question&filters%2Fquestions%2F37f418e99d%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.1480710649%2Fquestion-2021-07-30-1480710649-radiosubquestion%3Alist=question-2021-07-30-1480710649-radiosubquestion%2FThe+criteria+need+significant+clarification) | 0.84% |
| Not Answered | [931](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.2021-07-30.1480710649&came_from_title=Responses+by+Question&filters%2Fquestions%2Fa6235affae%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.1480710649%2Fquestion-2021-07-30-1480710649-radiosubquestion%3Alist=question-2021-07-30-1480710649-radiosubquestion%2F__not_answered__) | 97.90% |

**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 | [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.2021-07-30.2546017718&came_from_title=Responses+by+Question&filters%2Fquestions%2F8dacc7ed01%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.2546017718%2Fquestion-2021-07-30-2546017718-radiosubquestion%3Alist=question-2021-07-30-2546017718-radiosubquestion%2FGuidance+is+sufficient+and+clear) | 0.74% |
| Further detail is needed in the guidance | [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.2021-07-30.2546017718&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb0d477fd21%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.2546017718%2Fquestion-2021-07-30-2546017718-radiosubquestion%3Alist=question-2021-07-30-2546017718-radiosubquestion%2FFurther+detail+is+needed+in+the+guidance) | 0.74% |
| Guidance is unclear | [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.2021-07-30.2546017718&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd9531171e4%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.2546017718%2Fquestion-2021-07-30-2546017718-radiosubquestion%3Alist=question-2021-07-30-2546017718-radiosubquestion%2FGuidance+is+unclear) | 0.63% |
| Not Answered | [931](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.2021-07-30.2546017718&came_from_title=Responses+by+Question&filters%2Fquestions%2F98c4f9d719%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.2546017718%2Fquestion-2021-07-30-2546017718-radiosubquestion%3Alist=question-2021-07-30-2546017718-radiosubquestion%2F__not_answered__) | 97.90% |

**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%3Dquestion.2021-07-30.3563839787&came_from_title=Responses+by+Question&filters%2Fquestions%2F88b6e108df%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.3563839787%2Fquestion-2021-07-30-3563839787-radiosubquestion%3Alist=question-2021-07-30-3563839787-radiosubquestion%2FI+could+use+or+adapt+all+3+activities) | 0.53% |
| I could use or adapt 1 or 2 activities | [15](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.2021-07-30.3563839787&came_from_title=Responses+by+Question&filters%2Fquestions%2F77f567c1f9%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.3563839787%2Fquestion-2021-07-30-3563839787-radiosubquestion%3Alist=question-2021-07-30-3563839787-radiosubquestion%2FI+could+use+or+adapt+1+or+2+activities) | 1.58% |
| I could not use or adapt any of these activities | 0 | 0.00% |
| Not Answered | [931](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.2021-07-30.3563839787&came_from_title=Responses+by+Question&filters%2Fquestions%2F749f70bf1f%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.3563839787%2Fquestion-2021-07-30-3563839787-radiosubquestion%3Alist=question-2021-07-30-3563839787-radiosubquestion%2F__not_answered__) | 97.90% |

**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 | [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.2021-07-30.0160723628&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc7d1fcc637%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.0160723628%2Fquestion-2021-07-30-0160723628-radiosubquestion%3Alist=question-2021-07-30-0160723628-radiosubquestion%2FAll+3+activities+do+this) | 0.63% |
| 1 or 2 of the activities do this | [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%3Dquestion.2021-07-30.0160723628&came_from_title=Responses+by+Question&filters%2Fquestions%2F8cd29a7e59%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.0160723628%2Fquestion-2021-07-30-0160723628-radiosubquestion%3Alist=question-2021-07-30-0160723628-radiosubquestion%2F1+or+2+of+the+activities+do+this) | 1.16% |
| None of the activities do 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%3Dquestion.2021-07-30.0160723628&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb8bc840a67%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.0160723628%2Fquestion-2021-07-30-0160723628-radiosubquestion%3Alist=question-2021-07-30-0160723628-radiosubquestion%2FNone+of+the+activities+do+this) | 0.32% |
| Not Answered | [931](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.2021-07-30.0160723628&came_from_title=Responses+by+Question&filters%2Fquestions%2F97f691b62a%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.0160723628%2Fquestion-2021-07-30-0160723628-radiosubquestion%3Alist=question-2021-07-30-0160723628-radiosubquestion%2F__not_answered__) | 97.90% |

**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 | [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.2021-07-30.1240362568&came_from_title=Responses+by+Question&filters%2Fquestions%2F083ed763f7%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.1240362568%2Fquestion-2021-07-30-1240362568-radiosubquestion%3Alist=question-2021-07-30-1240362568-radiosubquestion%2FAll+3+activities+do+this) | 0.63% |
| 1 or 2 of the activities do this | [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%3Dquestion.2021-07-30.1240362568&came_from_title=Responses+by+Question&filters%2Fquestions%2Ff98f45291c%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.1240362568%2Fquestion-2021-07-30-1240362568-radiosubquestion%3Alist=question-2021-07-30-1240362568-radiosubquestion%2F1+or+2+of+the+activities+do+this) | 1.16% |
| 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%3Dquestion.2021-07-30.1240362568&came_from_title=Responses+by+Question&filters%2Fquestions%2F38b69f77bb%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.1240362568%2Fquestion-2021-07-30-1240362568-radiosubquestion%3Alist=question-2021-07-30-1240362568-radiosubquestion%2FNone+of+the+activities+do+this) | 0.21% |
| Not Answered | [932](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.2021-07-30.1240362568&came_from_title=Responses+by+Question&filters%2Fquestions%2F372114cd8e%2Fsubpage.2021-07-29.2346621724%2Fquestion.2021-07-30.1240362568%2Fquestion-2021-07-30-1240362568-radiosubquestion%3Alist=question-2021-07-30-1240362568-radiosubquestion%2F__not_answered__) | 98.00% |

**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-4ENM-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-4ENM-D) | The criteria for all three levels are not clear enough. |
| [ANON-767U-4E9Q-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-4E9Q-V) | This standard I am the most unclear about, so I need lots of assessment activity ideas. |
| [ANON-767U-4EC2-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-4EC2-7) | The merit and excellence criterea are vague. Will the moderators come up with criterea only after material is submitted? |
| [ANON-767U-4EJT-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-4EJT-G) | Need to include real life contexts for students that are relevant to their lifeCould have students write their own assessment, means students write their own context about what they knowTeacher time to mark individualised assessments is much increased, workload issueA common assessment is unlikely to fit well to a local curriculum |
| [ANON-767U-4EPK-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-4EPK-D) | There is discussion of kaiako can give feedback on a plan. Are studetns expected to make a plan before attempting these standards as I don't think that is normal practice. Is it possible get exeplars about how that process could look like? I could see a possibility of using SOLO maps to help studetns unpack what is needed and to plan, but I am not sure if that is the intention.Some of the standards it is unclear of what the achieved skills are actually looking for. For a whole assessments only number skill to be GST seems a bit unfortunate. The task 1 had a better scope. |
| [ANON-767U-41AH-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-41AH-7) | This is a massive topic! It was felt that this together with 1.4 covers the whole of the Pure Mathematics, although the activities do not include enough Algebra. It was felt that without having the bigger picture of what year 12 and 13 would look like, it is impossible to know if this would prepare learners adequately or not. It was felt that the Ko Māui me te Rā was not realistic. It was also felt that this whole assessment should be Project Based rather than a 2 hour assessment. Need to ensure without cultural appropriation and that Holistic Grading would be necessary. |
| [ANON-767U-4194-B](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-4194-B) | I think it is far to easy too get achieved and it is unclear how exactly to get excellence. The whole thing is far too ambiguous. You need to come up with clear assessment tasks and schedules. The maths involved in this assessment is far too simple.We shouldn't be focusing on mātauranga Māori or any specific culture. |
| [ANON-767U-4196-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-4196-D) | Very complex for middle Year 11's.Too much variation in coverage between tasks.WOuld be very hard to develop similar practice tasks for Activity A. |
| [ANON-767U-419K-2](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-419K-2) | Neither of the AS1.2 Activities contains enough Algebra content. The amount of algebra skilled involved is really limited, which is not in depth enough for students to be ready for AS1.4. |
| [ANON-767U-41FD-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-41FD-8) | The activity about Maui and the fish hook seems to be trying to make a link with maths that is tenuous |
| [ANON-767U-41K7-Z](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-41K7-Z) | Assessment 1.2b needs a huge amount of work. There is no indication on which parts of the playground need to be painted, GST had be given in the question paper yet it's on the answer schedule, and at least one part of the achieved section on the answer schedule requires 6 stages of working.It is blatantly obvious that the people who wrote this assessment do not bother to try and answers their own questions. |
| [ANON-767U-41KR-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-41KR-U) | If it is going to be a multi-silo activity then we need a clearer guideline of what constitutes achieve, merit and excellence for the standard. |
| [ANON-767U-41JV-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-41JV-X) | It is very concerning that there are limited opportunities for students to use Algebra skills here. Currently academic/capable mathematicians in our school will spend around 20 of their 32 weeks at school on Algebra standards - 1.2, 1.3, 1.4. There is not the provision for this in these standards. How will they be prepared to attempt L2 and L3 without all those weeks practice. Of course this will not be an issue if what is required at L1 and L2 in Algebra aligns with the current standards instead of aligning with the current external assessment tasks (which are too hard and which do not match the current standard). |
| [ANON-767U-41MK-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-41MK-P) | PilotingThe standard needs small amendments before piloting - an outline that reflects the “related to life in Aotearoa NZ and/or the Pacific” - would it be worth having an element where students need to show how their task relates to life in Aotearoa NZ and/or the Pacific? and links to the curriculum for its learning objectives. This topic was very broad, but also has the potential to have the assessment “taught towards”.Like 1.1, it felt the standard was “created” by combining current standards we have – was there an opportunity to re-imagine assessing our students in these mathematical areas? Now is the time…Assessment, guidance, task etc• Further detail is needed in the guidance - at the excellence level.• We thought a SOLO rubric may be a useful tool to help with consistency across schools.Mātauranga Māori• None of the activities do this - even the one about Maui catching the sun is unsettling - you would never investigate Noah’s Ark (eg how big would the ark need to be to hold two of every creature on earth) for its validity as it challenges, rather than raising awareness.• For an achievement standard meant to support matauranga Maori, it seems to have missed the opportunity as it is currently written. This isn’t modelling privileging mātauranga Māori in a authentic way.Access for all learners• 1 or 2 of the activities do this - we could see the playground task being well received at our school. |
| [ANON-767U-41BZ-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.2099819476&user_id=ANON-767U-41BZ-T) | Without student exemplars it is difficult to determine what type of evidence will be considered sufficient to award each grade. Presently with NCEA, there is a real issue with consistency and assessment conditions across schools. For example: timeframe to complete assessment, access to notes and resources (open book), teacher guidance, complexity and variation of assessment tasks or activities.This makes a mockery of moderation and consistency of grades from school to school.The fact that these proposed standards are very broad and cover a wide range of Mathematical skills and knowledge will only serve to exacerbate these consistency issues.For example, AS 1.2 task A seemed to be a more complex task that requires higher level conceptual thinking than the more measurement-based activity in task B. |

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

| Option | Total | Percent |
| --- | --- | --- |
| The standard is ready for piloting | [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.2021-07-30.2706656993&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd4676bd9a1%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.2706656993%2Fquestion-2021-07-30-2706656993-radiosubquestion%3Alist=question-2021-07-30-2706656993-radiosubquestion%2FThe+standard+is+ready+for+piloting) | 0.11% |
| 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%3Dquestion.2021-07-30.2706656993&came_from_title=Responses+by+Question&filters%2Fquestions%2Fda1a27d425%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.2706656993%2Fquestion-2021-07-30-2706656993-radiosubquestion%3Alist=question-2021-07-30-2706656993-radiosubquestion%2FThe+standard+needs+small+amendments+before+piloting) | 0.32% |
| The standard needs significant amendments before 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.2021-07-30.2706656993&came_from_title=Responses+by+Question&filters%2Fquestions%2Ffcaf7af2c4%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.2706656993%2Fquestion-2021-07-30-2706656993-radiosubquestion%3Alist=question-2021-07-30-2706656993-radiosubquestion%2FThe+standard+needs+significant+amendments+before+piloting) | 0.42% |
| The standard is unsuitable 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%3Dquestion.2021-07-30.2706656993&came_from_title=Responses+by+Question&filters%2Fquestions%2F601644a6d9%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.2706656993%2Fquestion-2021-07-30-2706656993-radiosubquestion%3Alist=question-2021-07-30-2706656993-radiosubquestion%2FThe+standard+is+unsuitable+for+piloting) | 0.32% |
| Not Answered | [940](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.2021-07-30.2706656993&came_from_title=Responses+by+Question&filters%2Fquestions%2Fce6b93fabc%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.2706656993%2Fquestion-2021-07-30-2706656993-radiosubquestion%3Alist=question-2021-07-30-2706656993-radiosubquestion%2F__not_answered__) | 98.84% |

**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.2021-07-30.3097962798&came_from_title=Responses+by+Question&filters%2Fquestions%2Fac957d1f80%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.3097962798%2Fquestion-2021-07-30-3097962798-radiosubquestion%3Alist=question-2021-07-30-3097962798-radiosubquestion%2FThe+criteria+are+clear) | 0.11% |
| The criteria need some clarification | [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.2021-07-30.3097962798&came_from_title=Responses+by+Question&filters%2Fquestions%2Fbc3343a377%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.3097962798%2Fquestion-2021-07-30-3097962798-radiosubquestion%3Alist=question-2021-07-30-3097962798-radiosubquestion%2FThe+criteria+need+some+clarification) | 0.42% |
| 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%3Dquestion.2021-07-30.3097962798&came_from_title=Responses+by+Question&filters%2Fquestions%2F06fe2b0fad%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.3097962798%2Fquestion-2021-07-30-3097962798-radiosubquestion%3Alist=question-2021-07-30-3097962798-radiosubquestion%2FThe+criteria+need+significant+clarification) | 0.63% |
| Not Answered | [940](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.2021-07-30.3097962798&came_from_title=Responses+by+Question&filters%2Fquestions%2F20cbf182d8%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.3097962798%2Fquestion-2021-07-30-3097962798-radiosubquestion%3Alist=question-2021-07-30-3097962798-radiosubquestion%2F__not_answered__) | 98.84% |

**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 | 0 | 0.00% |
| Guidance is insufficient | [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.2021-07-30.3526977284&came_from_title=Responses+by+Question&filters%2Fquestions%2F2dd81ae87c%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.3526977284%2Fquestion-2021-07-30-3526977284-radiosubquestion%3Alist=question-2021-07-30-3526977284-radiosubquestion%2FGuidance+is+insufficient) | 0.42% |
| Guidance is unclear | [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.2021-07-30.3526977284&came_from_title=Responses+by+Question&filters%2Fquestions%2F472310e2b7%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.3526977284%2Fquestion-2021-07-30-3526977284-radiosubquestion%3Alist=question-2021-07-30-3526977284-radiosubquestion%2FGuidance+is+unclear) | 0.74% |
| Not Answered | [940](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.2021-07-30.3526977284&came_from_title=Responses+by+Question&filters%2Fquestions%2F87f60170d1%2Fsubpage.2021-07-29.2635756816%2Fquestion.2021-07-30.3526977284%2Fquestion-2021-07-30-3526977284-radiosubquestion%3Alist=question-2021-07-30-3526977284-radiosubquestion%2F__not_answered__) | 98.84% |

**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-4EHU-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-4EHU-F) | Need to see some sample assessments for the externals before I can make a final judgement. Overall looks like it is going in the right direction.Big concern I have is that if you have an external assessment being offered in Term 2, and students do not get their grades back until January the following year, that is 8 months between students sitting an assessment and getting any feedback on it. This is quite frankly unacceptable, and does not contribute to the students overall learning. |
| [ANON-767U-4E9Q-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-4E9Q-V) | Definitely need some exemplar assessments for this! |
| [ANON-767U-4EC2-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-4EC2-7) | The notes say that this will take the form of an assessment midyear. Who will mark this exam? Will it be like the current MCAT? We need an exemplar to see what the form and intention of this assessment will be? Will all the material that supposedly is detailed be able to be covered in a 6 month block. This is very prescriptive. Is maths meant to be a semester type course? The prescription covers such a large variety of strands and material, we are unsure where to put emphasis and what to teach for the first 6 months of every year. I think it should be examined with the other exam standard at the end of the year. Will we have time to do a practice school exam on this standard. Have these issues been thought through? Is this happening in other subjects? Will this midyear exam occur at level 2 and 3? |
| [ANON-767U-4EJT-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-4EJT-G) | Inadequate resourcingLiteracy element looks too significant for students, what are we assessing, literacy or maths and stats?Timing of the CAA will dictate course structure. How much time will be given for this? Is it only one hour? A week? Open/closed book?What is the structure of this external? One big question or lots of little questions?Will they be allowed devices? What technology is allowed? |
| [ANON-767U-4196-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-4196-D) | Not enough information. How are we supposed to plan courses and pathways to level 2 and 3 with no information and exemplars. |
| [ANON-767U-41K1-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-41K1-T) | Exemplars are needed. There are not exams from previous years, so some should be written to be treated as practice exams |
| [ANON-767U-41JV-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-41JV-X) | The amount of materials available for the externals is appalling - NOTHING!!How can we start to prepare if we don't know what half the course will entail?We need comprehensive materials for all standards to all schools regardless of whether they are a school that id involved in a pilot or not.That, or we need to push full implementation out by a year to 2024. |
| [ANON-767U-4151-4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-4151-4) | What type of graphs will this include - statistical and algebraic graphs used for modelling. Will it be one task or a series of questions about different stimuli? |
| [ANON-767U-41MK-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-41MK-P) | Ready for piloting?• The background work to make the standard teachable needs a lot of work.unpacking/proposed assessment approach• Lots of lovely teaching resources listed but a clear teaching plan is not evidentFurther notes• If this is tested at the end of term 2 how many other subjects will be doing the same? Will this overload students and the teachers who have to mark these (or will NZQA be able to find markers?)• Would the Term 2 exam have exam study leave?• There should be an opportunity for a second assessment slot in the traditional term 4 exams - most schools will be adapting their courses and offering three out of four standards. Realistically, students who are not looking at doing Calculus may not attempt 1.4 so need something to work towards in term 4. These are also the students that are unlikely to cover all the content needed for 1.3 in half a year. Having a second assessment slot would be really beneficial for these students.• The explanatory notes do not make it clear which strands of the curriculum are involved.• The provided course outlines have different interpretations of what might be the content for AS1.3.o CO1 suggests content comes from all strandso CO2 and CO3 suggest content comes from statistics and probability• It is unclear from the information provided what the nature of the assessment will be. |
| [ANON-767U-41BZ-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=question.2021-07-30.3977479901&user_id=ANON-767U-41BZ-T) | The CAA will have similar problems to the internals in terms of the variability and consistency of assessment conditions. Another aspect that contributes to this is whether the standard is marked externally or internally. ??? |

**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-1627617239.82-35307&came_from_title=Responses+by+Question&filters%2Fquestions%2F66c61f40b0%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617239.82-35307%2Fpasted-question-1627617239.82-35307-1627617240.81-70403%3Alist=pasted-question-1627617239.82-35307-1627617240.81-70403%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%3Dpasted-question-1627617239.82-35307&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb813f48ad8%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617239.82-35307%2Fpasted-question-1627617239.82-35307-1627617240.81-70403%3Alist=pasted-question-1627617239.82-35307-1627617240.81-70403%2FThe+standard+needs+small+amendments+before+piloting) | 0.21% |
| The standard needs significant 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-1627617239.82-35307&came_from_title=Responses+by+Question&filters%2Fquestions%2Fff497e42fa%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617239.82-35307%2Fpasted-question-1627617239.82-35307-1627617240.81-70403%3Alist=pasted-question-1627617239.82-35307-1627617240.81-70403%2FThe+standard+needs+significant+amendments+before+piloting) | 0.63% |
| The standard is unsuitable 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-1627617239.82-35307&came_from_title=Responses+by+Question&filters%2Fquestions%2F7a10eb9703%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617239.82-35307%2Fpasted-question-1627617239.82-35307-1627617240.81-70403%3Alist=pasted-question-1627617239.82-35307-1627617240.81-70403%2FThe+standard+is+unsuitable+for+piloting) | 0.32% |
| Not Answered | [938](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-1627617239.82-35307&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc48699ff78%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617239.82-35307%2Fpasted-question-1627617239.82-35307-1627617240.81-70403%3Alist=pasted-question-1627617239.82-35307-1627617240.81-70403%2F__not_answered__) | 98.63% |

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

| Option | Total | Percent |
| --- | --- | --- |
| The criteria are 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-1627617257.53-51252&came_from_title=Responses+by+Question&filters%2Fquestions%2F7133fd8701%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617257.53-51252%2Fpasted-question-1627617257.53-51252-1627617257.75-16346%3Alist=pasted-question-1627617257.53-51252-1627617257.75-16346%2FThe+criteria+are+clear) | 0.32% |
| The criteria need some clarification | [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-1627617257.53-51252&came_from_title=Responses+by+Question&filters%2Fquestions%2F3ce1e081dc%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617257.53-51252%2Fpasted-question-1627617257.53-51252-1627617257.75-16346%3Alist=pasted-question-1627617257.53-51252-1627617257.75-16346%2FThe+criteria+need+some+clarification) | 0.32% |
| The criteria need significant 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%3Dpasted-question-1627617257.53-51252&came_from_title=Responses+by+Question&filters%2Fquestions%2F08dd73bf60%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617257.53-51252%2Fpasted-question-1627617257.53-51252-1627617257.75-16346%3Alist=pasted-question-1627617257.53-51252-1627617257.75-16346%2FThe+criteria+need+significant+clarification) | 0.74% |
| Not Answered | [938](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-1627617257.53-51252&came_from_title=Responses+by+Question&filters%2Fquestions%2Fac6ef40885%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617257.53-51252%2Fpasted-question-1627617257.53-51252-1627617257.75-16346%3Alist=pasted-question-1627617257.53-51252-1627617257.75-16346%2F__not_answered__) | 98.63% |

**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%3Dpasted-question-1627617272.3-48188&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe7aec9fbb3%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617272.3-48188%2Fpasted-question-1627617272.3-48188-1627617273.25-77950%3Alist=pasted-question-1627617272.3-48188-1627617273.25-77950%2FGuidance+is+sufficient+and+clear) | 0.11% |
| Guidance is insufficient | [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-1627617272.3-48188&came_from_title=Responses+by+Question&filters%2Fquestions%2F2f913dee1d%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617272.3-48188%2Fpasted-question-1627617272.3-48188-1627617273.25-77950%3Alist=pasted-question-1627617272.3-48188-1627617273.25-77950%2FGuidance+is+insufficient) | 0.32% |
| 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%3Dpasted-question-1627617272.3-48188&came_from_title=Responses+by+Question&filters%2Fquestions%2F8dd0b2ff02%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617272.3-48188%2Fpasted-question-1627617272.3-48188-1627617273.25-77950%3Alist=pasted-question-1627617272.3-48188-1627617273.25-77950%2FGuidance+is+unclear) | 0.95% |
| Not Answered | [938](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-1627617272.3-48188&came_from_title=Responses+by+Question&filters%2Fquestions%2F8acaae6b97%2Fsubpage.2021-07-29.2933803231%2Fpasted-question-1627617272.3-48188%2Fpasted-question-1627617272.3-48188-1627617273.25-77950%3Alist=pasted-question-1627617272.3-48188-1627617273.25-77950%2F__not_answered__) | 98.63% |

**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-4E9Q-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-4E9Q-V) | Definitely need some exemplar assessments for this! |
| [ANON-767U-4EC2-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-4EC2-7) | An exemplar needs to be provided for this Standard. It is unclear what is covered and how it will be assessed. How long will the exam be?There is no explict data about this Standard and what the ultimate exam will look like. |
| [ANON-767U-4EJT-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-4EJT-G) | Very broad range of skills, a lot of knowledge for students to retain. Are we assessing students ability to learn? Or their retention of knowledge?Literacy element an issue that could limit students success. What are we assessing? Literacy or Maths and statsHow much time will be given for this? Is it only one hour?What is the structure of this external? One big question or lots of little questions?Will they be allowed devices? What technology is allowed?How much overlap is there with the numeracy standards? |
| [ANON-767U-41AH-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-41AH-7) | What do you mean by "Not real life contexts" does this mean the exam will be based around skills? - It feels like a step backwards! |
| [ANON-767U-4196-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-4196-D) | No information available. Not good enough for our planning purposes. |
| [ANON-767U-41FD-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-41FD-8) | I am very concerned that 1.4 seems to contain most of the topics that would be most useful for level 2 maths. I am also concerned that I have been told at an NZAMT jumbo day that only the most able students are expected to sit this standard. The example of questions we were given were all excellence questions with no access for less able students. If this is the case how are we supposed to keep student doing meaningful work if they are not doing that external exam? If it is only for the most able does that mean that the rest of the students are only able to get 15 of the 20 credits? More information is needed and I there are no examples of questions on the NCEA website |
| [ANON-767U-41K1-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-41K1-T) | Exemplars are needed. There are not exams from previous years, so some should be written to be treated as practice exams |
| [ANON-767U-41JV-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-41JV-X) | The amount of materials available for the externals is appalling - NOTHING!!How can we start to prepare if we don't know what half the course will entail?We need comprehensive materials for all standards to all schools regardless of whether they are a school that id involved in a pilot or not.That, or we need to push full implementation out by a year to 2024.No comment can be made about the Proposed Assessment Approach as no assessment document have been provided. |
| [ANON-767U-41MK-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-41MK-P) | Ready for piloting?• The standard is ready for piloting but the structure behind the standard is not ready (eg teaching sequences – its is not clear in the course outlines).Unpacking/guidance etc• The unpacking said nothing. According to the standard everything is taught in 1.4Other• Workload is huge as the program will need to be specific for the school. 1.4 is intertwined with every other standard so couldn’t be dropped very easily• Explanatory note 2 says that methods from number, algebra, geometry or measurement will be used.• Unpacking the standard - purpose statement - says following topics: number, algebra, geometry or measurement.• Why is probability mentioned in the second paragraph? |
| [ANON-767U-41BZ-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-41BZ-T) | While very vague at this stage the scope seems incredibly wide for this standard. We need details.We would prefer that Probability stayed in 1.3 where it sits better from a statistical interpretation point of view.To also include it in 1.4 (I presume a more theoretical approach) would be too much. There will be plenty of scope in 1.4 without Probability too! |
| [ANON-767U-4SVD-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627617294.26-69602&user_id=ANON-767U-4SVD-T) | I support the idea of this standard. However, it is very unclear how this is going to be interpreted. The concept of reasoning needs to be more clearly described. I would expect there to be some hierarchy of levels of reasoning. I am concerned that achieved doesn't seem to require any reasoning. This links to the big ideas that included investigation and problem solving, but appears to be no different to what has been previously assessed in examinations. I was expecting something more original. |

**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 | [29](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-1627621465.75-74457&came_from_title=Responses+by+Question&filters%2Fquestions%2F2f8de137a6%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621465.75-74457%2Fpasted-question-1627621465.75-74457-1627621467.18-26986%3Alist=pasted-question-1627621465.75-74457-1627621467.18-26986%2FYes) | 3.05% |
| Some gaps | [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-1627621465.75-74457&came_from_title=Responses+by+Question&filters%2Fquestions%2F673e526756%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621465.75-74457%2Fpasted-question-1627621465.75-74457-1627621467.18-26986%3Alist=pasted-question-1627621465.75-74457-1627621467.18-26986%2FSome+gaps) | 0.74% |
| 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-1627621465.75-74457&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe9deba3af9%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621465.75-74457%2Fpasted-question-1627621465.75-74457-1627621467.18-26986%3Alist=pasted-question-1627621465.75-74457-1627621467.18-26986%2FLarge+gaps) | 0.42% |
| They cover the wrong knowledge and/or skills | [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-1627621465.75-74457&came_from_title=Responses+by+Question&filters%2Fquestions%2Fc19051fad9%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621465.75-74457%2Fpasted-question-1627621465.75-74457-1627621467.18-26986%3Alist=pasted-question-1627621465.75-74457-1627621467.18-26986%2FThey+cover+the+wrong+knowledge+and%2For+skills) | 0.63% |
| Not Answered | [905](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-1627621465.75-74457&came_from_title=Responses+by+Question&filters%2Fquestions%2F7b07f74398%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621465.75-74457%2Fpasted-question-1627621465.75-74457-1627621467.18-26986%3Alist=pasted-question-1627621465.75-74457-1627621467.18-26986%2F__not_answered__) | 95.16% |

**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 | [24](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-1627621481.36-15429&came_from_title=Responses+by+Question&filters%2Fquestions%2Ffde227f264%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621481.36-15429%2Fpasted-question-1627621481.36-15429-1627621482.8-42389%3Alist=pasted-question-1627621481.36-15429-1627621482.8-42389%2FAll+standards+do+this) | 2.52% |
| 1.1 does 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-1627621481.36-15429&came_from_title=Responses+by+Question&filters%2Fquestions%2Fe6d84827a7%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621481.36-15429%2Fpasted-question-1627621481.36-15429-1627621482.8-42389%3Alist=pasted-question-1627621481.36-15429-1627621482.8-42389%2F1.1+does+this) | 1.37% |
| 1.2 does this | [12](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-1627621481.36-15429&came_from_title=Responses+by+Question&filters%2Fquestions%2F17ef80878d%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621481.36-15429%2Fpasted-question-1627621481.36-15429-1627621482.8-42389%3Alist=pasted-question-1627621481.36-15429-1627621482.8-42389%2F1.2+does+this) | 1.26% |
| 1.3 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-1627621481.36-15429&came_from_title=Responses+by+Question&filters%2Fquestions%2F2456bc26f9%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621481.36-15429%2Fpasted-question-1627621481.36-15429-1627621482.8-42389%3Alist=pasted-question-1627621481.36-15429-1627621482.8-42389%2F1.3+does+this) | 0.32% |
| 1.4 does this | 0 | 0.00% |
| None of the standards 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-1627621481.36-15429&came_from_title=Responses+by+Question&filters%2Fquestions%2F06af1fec75%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621481.36-15429%2Fpasted-question-1627621481.36-15429-1627621482.8-42389%3Alist=pasted-question-1627621481.36-15429-1627621482.8-42389%2FNone+of+the+standards+do+this) | 0.63% |
| Not Answered | [906](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-1627621481.36-15429&came_from_title=Responses+by+Question&filters%2Fquestions%2Fd5135e4532%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621481.36-15429%2Fpasted-question-1627621481.36-15429-1627621482.8-42389%3Alist=pasted-question-1627621481.36-15429-1627621482.8-42389%2F__not_answered__) | 95.27% |

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

| Option | Total | Percent |
| --- | --- | --- |
| Yes | [22](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-1627621494.64-91430&came_from_title=Responses+by+Question&filters%2Fquestions%2Fb868a46adf%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621494.64-91430%2Fpasted-question-1627621494.64-91430-1627621495.96-19297%3Alist=pasted-question-1627621494.64-91430-1627621495.96-19297%2FYes) | 2.31% |
| They are too challenging | [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-1627621494.64-91430&came_from_title=Responses+by+Question&filters%2Fquestions%2F0a770755eb%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621494.64-91430%2Fpasted-question-1627621494.64-91430-1627621495.96-19297%3Alist=pasted-question-1627621494.64-91430-1627621495.96-19297%2FThey+are+too+challenging) | 0.84% |
| They are not challenging enough | [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-1627621494.64-91430&came_from_title=Responses+by+Question&filters%2Fquestions%2F11a757a585%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621494.64-91430%2Fpasted-question-1627621494.64-91430-1627621495.96-19297%3Alist=pasted-question-1627621494.64-91430-1627621495.96-19297%2FThey+are+not+challenging+enough) | 0.32% |
| They are a mix of too challenging and too easy | [12](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-1627621494.64-91430&came_from_title=Responses+by+Question&filters%2Fquestions%2F52fae638c6%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621494.64-91430%2Fpasted-question-1627621494.64-91430-1627621495.96-19297%3Alist=pasted-question-1627621494.64-91430-1627621495.96-19297%2FThey+are+a+mix+of+too+challenging+and+too+easy) | 1.26% |
| Not Answered | [906](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-1627621494.64-91430&came_from_title=Responses+by+Question&filters%2Fquestions%2F0faf29916d%2Fsubpage.2021-07-29.2765649243%2Fpasted-question-1627621494.64-91430%2Fpasted-question-1627621494.64-91430-1627621495.96-19297%3Alist=pasted-question-1627621494.64-91430-1627621495.96-19297%2F__not_answered__) | 95.27% |

**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-4E1F-9](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4E1F-9) | There is a fair bit of ambiguity around the method used for presenting the assessment along with the delivery of the content. I guess the flexibility is in the hands of the schools. The first assessment (1.1) does not seem to test a lot of numerical skills as opposed to assessment 1.2 which has a number of skills tested. |
| [ANON-767U-4ES8-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4ES8-W) | We are looking forward to implementing this. Well done to the team! |
| [ANON-767U-4EN5-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4EN5-N) | Are we thinking of how level 2 and 3 assessments will prepare students for uni?Some of the 1.2 activities don’t seem like they’re at level 6?Why is the bar so low for passing i.e. only needing 3 skills to pass (in the maths one, thats over number/geo/alg/measurement)Internals seem fairly easy and similar to what we already have, externals not so muchIt sounds like stats will be half of all the level 1 curriculum. How is this fair? At level 1, stats is not half of what we have to coverWhat is going to happen to our bottom end students? An external is going to trip a lot of students up |
| [ANON-767U-4ENM-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4ENM-D) | They require a lot of literacy and not as much numeracy as I would like. |
| [ANON-767U-4ENW-Q](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4ENW-Q) | We need more information for the two external standards as it is too hard to judge about what is within these. So at this time I am concerned that 1.3 and 1.4 are too difficult, while the two internal assessments are clearer, without a marking schedule it is hard to know where the bar is. |
| [ANON-767U-4ESK-G](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4ESK-G) | Mathematics and statistics needs to have more Achievement standards. The reason for this is because Maths and statistics has multiple different topics and merging all of the standards Into one internal and external will put more work on to the teachers because they have to mark different workings, also most of these new achievement standards are due to be submitted to NZQA in term 3 and 2. This means that it'll only increase teacher workload |
| [ANON-767U-4E58-Y](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4E58-Y) | They are vague and don't offer anything credible in any way at all. If this is the outcome of your research then you've asked the wrong people the wrong questions |
| [ANON-767U-4E91-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4E91-V) | There is far more content than we have traditionally taught in a year. I feel like there is too much to deliver the key skills well for all 4 standards. |
| [ANON-767U-4E9Q-V](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4E9Q-V) | We need to see the draft L2 and 3 information to make sure it all flows in. We don't know at this point whether the L1 changes will prepare learners sufficiently for L2 or 3! |
| [ANON-767U-4EKV-K](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4EKV-K) | Kia ora,I am really happy about the vision changes and the refocusing of NCEA in this reform, however I think there is some improvement to be done in Mathematics&Statistics:1) Please define clearly what you mean by "critical" knowledge. Does critical mean necessary for achieve and is another word for passing? If so, there is too much pass/fail content in L6 now.2) Some Level 7 and some Level 5 skills were included in the L6 standard, such as probability and standard form.I am very pleased that you have included some examples and resources to help us understand what you expect the assessments to look like. At this stage, clarity is critical and I would love if you could be as clear as you can. This would also help NCEA Maths&Stats be more consistent across schools.Thanks for your time. |
| [ANON-767U-4EG8-H](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4EG8-H) | I want to know further about the changes |
| [ANON-767U-4EG6-F](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4EG6-F) | why AS1.2 a two hour assessment instead of an ongoing assessment over a longer period of time. |
| [ANON-767U-4EGT-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4EGT-D) | More information on the externals is needed especially to support our Maori/Pasifika learners. Why are there not two opportunities for externals.1.2 is a 2 hour assessment but why? Less capable students are more suited to learning in chunks. Too much content in the course outline given the time frame. |
| [ANON-767U-4E2W-U](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4E2W-U) | The standards are too large and we will not be able to cover all of them in one year.There is no known pathway into Level 2/3 as we dont have the AS for this yet so its difficult to know what is required and what could be left out.There is too much work to do to introduce L1 in 2023 and then L2 the next year - needs to be delayed further up the school until L1 is embedded and sorted |
| [ANON-767U-4114-3](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4114-3) | I think the information contained in Explanatory Note 4 for Standard 1.2 is a little ambiguous or even a little misleading. I read it and wasn't sure if it meant ONLY 3 methods from at least 2 topics OR if it meant 3 methods from 2 topics, making 6 methods in total. I had to look at an assessment schedule for one of the activities to have this clarifed that it was the former. It would be nice if the language in this note cleared this up as I can see teachers and students getting confused by it. |
| [ANON-767U-41SG-R](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41SG-R) | I want to comment about the new Numeracy standard. The content and mode of assessment (online testing) are both appropriate and learner friendly.I am concerned that students will only be given 1 assessment opportunity per year. This goes against the most important principle that we assess when students are ready.Have you thought about having a bank of questions and allowing students to have 3 attempts per year, in many ways the same as gaining their learners driver license. This would allow teachers to manage individual requirements. The questions could be a random selection each time. |
| [ANON-767U-41AH-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41AH-7) | There are some things mentioned such as "Bar Graphs" which are not level 6 and also.Hard to create a garden that is not rectangular. |
| [ANON-767U-411H-Q](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-411H-Q) | The algebra strand feels too lost and there is too much Statistical literacy. Why are 2 standards based on the statistics strand? it is 1/5 strands yet gets 50% of the weighting By removing so much algebra content from the assessments we have gone from having a CAT to nothing? this does nothing to help further our mathematicians to take on careers in engineering that require these skills |
| [ANON-767U-41HB-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41HB-8) | There are some concerns about the information provided please see below:AS.1.1 further clarity is needed around is this going to be a portfolio type of internal or is this just one piece of work for the assessment. If it is the later it means that it will be slightly difficult to incorporate time series, bivariate ,multivariate and probability in one taskAS 1.2 the unpacking section is vague and it is the assessment tasks that outline what could be included. For this standard to meet the standard is it 2 of the 4 strands eg measurement and number or say Algebra and Geometry. No indication of whether this is a portfolio or just one single assessment task. So greater clarity of content breadth and assessment requirements is needed.A.S1.3:I have two concerns one is the timing of the CAA at the mid year this forces schools into teaching the statistics and Probability in the first half of the year. No reason has been given for the timing . Second concern is that it has financial literacy in its section on unpacking. What exactly will be covered and how does this fit in with the Mathematics Level 6 curriculumAS 1.4 though it states that the content of the assessment will come from Number, geometry, algebra and measurement it has probability in the unpacking section. This I think given the other achievement standards is unnecessary |
| [ANON-767U-41H7-W](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41H7-W) | It is unclear as to whether all 4 standards must be taught in a year. It is also unclear as to when can we assess the 2 externals, can they be at anytime of the year. There is not enough information on what the externals look like there are no examples of these assessments, will they be a CAT or will it be a portfolio or presentation of some sort for both or just one? |
| [ANON-767U-41HP-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41HP-P) | We would like to see the CAA offered twice yearly. We are moving to a semesterised programme to offer students more subject choices. Having the CAA offered only once a year is a hinderance for us in this regard as we will only be able to offer it to a proportion of our students.We would like to know more information about the external exam paper format. Will there be a variety of questions and students are able to pick from those based on their interests and strengths?We particularly like AS1.1 and what it can offer. We also like having less standards.Some questions regarding numeracy we have are:Is all of the numeracy unity standard multi choice?What feedback will we get if a student does not pass the US?What tools would you suggest, other than the PaCT tool, to determine assessment readiness? |
| [ANON-767U-416T-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-416T-8) | We are concerned about the weighting of the distribution of the credits in terms of the curriculum and time to teach these.eg1.1 and 1.3 Statistics and Probability 12 weeks teaching time = 10 credits1.2 and 1.4 Algebra, Number, Measurement, Geometry 20 weeks teaching time = 10 credits. |
| [ANON-767U-41R8-8](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41R8-8) | It is hard to give further feedback at this stage on 1.2 and 1.4 as we do not have a whole lot of detail about specifically what will be in them. Some sample assessments for the externals are needed. It would be good to see a clear pathway of where this leads to in Level 2 and 3. |
| [ANON-767U-4196-D](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4196-D) | We need more exemplars to know what we are doing especially around externals. How will the coverage of different topics in one standard work? |
| [ANON-767U-413V-7](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-413V-7) | Explanatory notes need to be clearer with more specific detailsWe are unclear how to assess them i.e. methods of assessmentLittle information about the two external standards |
| [ANON-767U-41CT-N](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41CT-N) | Some general feedback around the standards:A bit early to know, is the depth of understanding of each standard going to be covered in teaching? From first glance it appears as if there is a possibility about students learning content and not being assessed on certain aspects - I think this is positive, as long as content depth is being covered as well. |
| [ANON-767U-41CY-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41CY-T) | The tasks in a contexts are great. |
| [ANON-767U-41YU-C](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41YU-C) | I feel there is a gap with algebraic graphs - linear and quadratic. I do not feel confident in the fact that we are not testing all areas that were taught within a standard. For example, only needing to test 2 out of 4 areas for 1.2. The content and methods of testing in the externals is quite vague and unclear. |
| [ANON-767U-41JV-X](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41JV-X) | There is far too much content that needs to be covered - 12 of the current 13 standards. There is not time to teach all of this.There needs to be more guidance on what it is that actually needs to be taught. What aspects/problem types/question styles from the current standards will not be required? Huge sections on what is expected currently needs removed. For example, the requirement that a pupil can solve an exponential quadratic inequality for the 1.2 MCAT surely must now not be a requirement - that would save a week of teaching!! |
| [ANON-767U-4151-4](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4151-4) | Good general coverage of topics, taking the emphasis away from assessment for each strand in detail. These standards will give the students an experience which is more realistic to real life when the different strands are assessed in context together. |
| [ANON-767U-41C5-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41C5-P) | It is not clear if all four standards are compulsory for all students at all schools, there is always the possibility that some knowledge or skills will be not taught or not tested. Also "range of mathematical methods....from at least two of number, algebra, geometry, measurement" suggests students only need to 'achieve' in two out of four big areas to 'achieve' overall? |
| [ANON-767U-4179-E](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4179-E) | Please can you consider making it possible to complete all the standards without the need to nave a Graphics Calculator. These are very expensive and current students are at a disadvantage not having one give the way that AS 1.3 Tables, Equations and Graphs is written. In others words the current standard cause inequity in learning. The new standards not only need to be supporting akonga Maori but also need to be equitable and accessible for all students. |
| [ANON-767U-41MK-P](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41MK-P) | IMPORTANT KNOWLEDGE? it covers everything, possibly too much in one goAt the moment our courses are tailored to students and do not cover everything when not needed. However these standards seem to cover everything in one go.However they allow for good contextual links and cross topic skills.mātauranga MāoriThere is enough freedom to allow for this.• It’s up to each individual school to supply and think of different contexts to allow their students to feel valued and succeed.• Sharing of these should be in a common place for all teachers to choose any that might apply to their students.LEVEL 6? Yes, however we don’t know exactly what some of these will look like in the common assessments yetOther• The current information about what will be assessed in three of the standards (1.2, 1.3, 1.4) suggest that anything in the learning matrix for mathematics topics and includes statistics topics for 1.3 could be selected as a content area for assessment of the standard. This means that before students are in a position to be assessed against these standards they will need to have covered pretty much all of the content for the year. This has implications for timing of assessment activities.• We are concerned about the timing of 1.3 - the evidence suggests that 1.3 draws across the whole learning matrix, then in reality students will only be in a position to provide evidence against this standard at the end of the year.• If 1.3 depends on all of the learning matrix and 1.4 depends on all of the mathematics in the learning matrix. Schools may only offer 3 of the four standards, so how does that encourage “not left to chance” – if the assessment packages feel more manageable, and able to fall out of a strong teaching and learning programme then maybe more schools would offer all four standards? |
| [ANON-767U-41BZ-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-41BZ-T) | The lack of detail in the Achievement Standards makes it difficult or impossible to judge this. Expanding the Explanatory Notes could help kaiako understand what is covered and what isn’t. |
| [ANON-767U-4SVD-T](https://consultation.education.govt.nz/ncea/ras-level-1-phase-2-test/consultation/response_view?fromQ=pasted-question-1627621508.67-94131&user_id=ANON-767U-4SVD-T) | I am pleased to see that we are now proposing to assess ideas that link between subjects. This is a definite improvement. I also like the idea of assessing some things internally and that these should include a real life context and use of several areas of Mathematics. I am not happy (and never have been) that assessment should always be at level 6 material. Assessing real problem solving and reasoning needs to assess the thinking not the content. By emphasizing the level of difficulty of the material rather than developing a hierarchy for thinking, the NCEA standards are missing the point. So even though we have these big ideas that are supposed to be being developed, we are still only assessing content. What I have seen is still very similar to assessments from the 1980s. |