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Date: 12 October 2022

Subject: Level 2 Group 1 NCEA Subjects Feedback from Sector Engagement Survey

Purpose

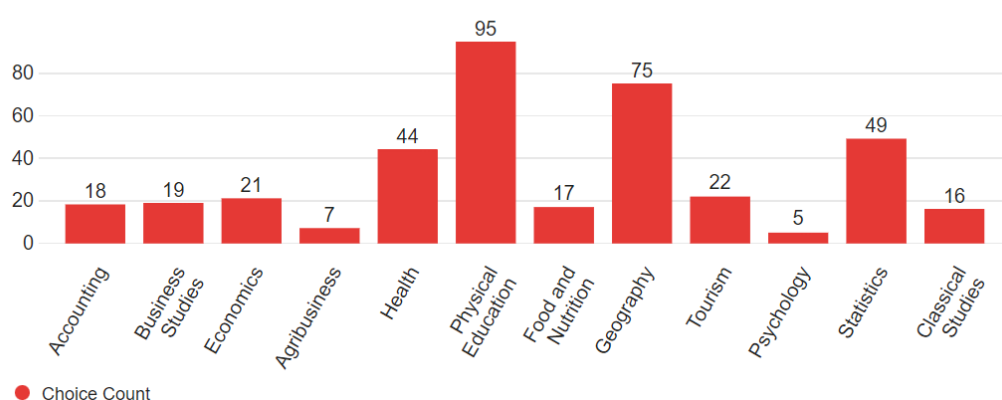
1. This memo reports on the Level 2 RAS Assessment Materials Survey for 12 RAS subjects and outlines the overall themes shown in the feedback.

Executive Summary

2. The Level 2 RAS Assessment Materials Survey was opened on 6 August 2022, with the last entry submitted on 6 September 2022. There are 388 subject responses across 359 submissions (recognising that some responses cover more than one subject, and that the number of submissions is after removing responses that did not answer any subject questions). It should be noted that the 359 submissions include individual and group responses. Most common among the group responses are secondary school departmental submissions, then whole secondary-school submissions.
3. The survey presented 12 NZC subjects for feedback.
4. The graph below depicts the full list of subjects for which feedback was given, and the number of responses for each subject. Physical Education (95), Geography (75), and Statistics (49) have the largest number of responses, while Psychology (5) and Agribusiness (7) have the least.

Fig 1.

Number of responses for each subject



5. Feedback from the survey was highly subject-specific. A summary of subject-specific feedback is included in Annexe A. Themes across subjects continue to show a need for PLD, mainly to help teachers understand mātauranga Māori content in the assessment materials and engage with it effectively in teaching and learning. There was also a strong theme across subjects of disagreement about the clarity of Standard criteria for step-ups, indicating that further work is required to refine step-up verbs, word usage and definitions of words used, as well as to check for consistency within and between Standards. Many respondents have requested supporting exemplars. Given that these are going to be produced from the 2024 Pilot, reiterating the timeline to the sector and ensuring it is clear and coherent may help to alleviate concerns.

6. In 2021, there appeared to be a mixed set of views on the inclusion of mātauranga Māori, however in this survey respondents were positive that mātauranga Māori should be included in the assessment materials. Concerns raised were related to how effectively it had been integrated into the Standard materials and the ability of teachers to understand and engage with the content. Feedback from the survey conveys a need for more guidance and support for teachers to engage with mātauranga Māori content.

Action

7. This is a noting memo that captures the Ministry's insights from sector engagement with draft NCEA Level 2 Standards and associated materials for Group 1 subjects. While this report will not be shared directly with SEG members, the themes relevant to each subject may be communicated verbally with SEGs by the subject writing teams. The report will be shared with all relevant Ministry and NZQA teams and proactively published on the NCEA.Education website.

Context

8. In 2022, draft NCEA Level 2 products are being developed as part of the Review of Achievement Standards. Using feedback from sector engagement, the products will be refined for piloting in kura and schools in 2024.
9. Products shared in sector engagement are:

Product type	Approximate number of pages	Number per subject (per Level)
Learning Matrix	1 page (A3)	1
Achievement Standards	1-2 pages	4 (2 internal, 2 external)
Assessment Activities	Approximately 3 – 7 pages	6 (3 per internal Standard)
Teaching, Learning, and Assessment Guide (TLAG) content, which is uploaded as tabs on the website	Variable	1

10. The feedback survey is now closed and the writing teams are using sector feedback along with other feedback to refine subject materials.

Response Profile

11. A full list of subjects and how many submissions were made is below. Respondents were able to give feedback on multiple subjects. Therefore, the total number of responses by subject does not correspond to the total number of unique respondents.

Subject	Responses	Percentage of total
Accounting	18	4.6%
Business Studies	19	4.9%
Economics	21	5.4%

Agribusiness	7	1.8%
Health	44	11.3%
Physical Education	95	24.5%
Food and Nutrition	17	4.4%
Geography	75	19.3%
Tourism	22	5.7%
Psychology	5	1.3%
Statistics	49	12.6%
Classical Studies	16	4.1%
Totals	388	100%

12. The majority of respondents (217) identify as teachers/kaiako, while a further 107 identified as Heads of Department. The number of respondents based in the Auckland region (130) heavily outweighed those from other regions, with Otago/Southland second at 51 respondents.
13. 75% of respondents (270) answered as individuals, and 8 respondents did not say whether they were answering as individuals or a group. Those answering in groups were predominantly self-identified as school departments. The size of the school or department cannot be quantified based on the data we collected.

Role of respondent	Total	Percent
Teacher/Kaiako	217	60.4%
Deputy/Assistant Principal	8	2.2%
Principal/Tumuaki	0	0%
Head of Department	107	29.8%
RTLb	0	0%
Teacher Aide	1	0.3%
Other	19	5.3%
Did not answer	7	1.9%
Total	359	100%

General themes

14. There were multiple instances of respondents expressing concern about the difficulty of subjects, based on the draft Standards they had reviewed.
15. For each internal Standard in the different subjects, when asked whether they thought learners will be able to participate in and demonstrate their learning through all Assessment Activities and when asked if learners will be interested and motivated to engage with all the Assessment Activities, respondents were generally of the same opinion for both questions, or their response leaned marginally more towards agree for participation and ability to demonstrate learning.

16. Various respondents also asked for supporting exemplars. During the Level 2 pilot, NZQA will collect student exemplars for each subject to support teachers, assessors, and moderators to make informed judgements.

Mātauranga Māori

17. Across the subjects, respondents generally agreed that mātauranga Māori has been given appropriate focus, however the ability of teachers to engage with the content has been raised as a significant concern, with many saying that they would not feel comfortable or confident teaching the content at this stage.
18. A strong theme arose in the need for more guidance and support for teachers to understand and engage with mātauranga Māori in their subjects. There were also some concerns that it may not always be effectively integrated into the teaching, learning and assessment and could be missed or tokenised.

Professional Learning and Development

19. There was a clear sense across subjects that further PLD was desired, largely to help teachers gain a stronger understanding of and to build capability to engage with mātauranga Māori content. The survey showed that even when respondents agreed that mātauranga Māori was given appropriate focus in the Assessment Activities they sought more guidance and support to engage with it and are not yet confident to teach it. This suggests a positive awareness of and intent to realise mana ōrite mō te mātauranga Māori but a lack of confidence and familiarity with key concepts involved.
20. Many respondents indicated a desire to see supporting exemplars to help them understand what the teaching, learning and assessment will look like in practice and how they will make assessor judgements.

Next Steps

21. The subject-specific recommendations are being considered by the writing teams and will inform refinements prior to the 2024 Pilot.
22. Two major themes across subjects will be considered by the wider RAS team or in conjunction with other teams in the Ministry and NZQA. These themes are:
 - a. further supports for the sector to appropriately engage with mātauranga Māori in classroom and other settings, especially in understanding kupu and te ao Māori concepts, and adapting these to local contexts
 - b. provision of samples and exemplar responses to support the delivery of the new assessment materials. Exemplar responses are scheduled to be produced for Level 2 subjects during the 2024 Pilot.

Annexe A

Below is a summary of the feedback across each of the 12 Group 1 Level 2 NZC RAS subjects. Feedback was shared with subject writing teams to inform further development of products. A list of the questions in this survey is included in Annexe C.

It is important to note that all questions about subject materials were optional so the number of responses to a single question will often be less than the number of responses on the subject overall.

Accounting

1. There were 18 responses to Accounting materials.
2. Most respondents agreed that the Significant Learning is appropriate to Year 12 learners and the Learning Matrix represents the most important competencies. Some respondents wanted more specific detail on teaching and learning materials. There was also some concern that without Level 1 Accounting, learners were less likely to succeed, and suggestions that some other topics to be covered at Level 2 the SEG considered more appropriate for Level 3. Several respondents felt that the 2.1 Assessment Activities needed to be more consistent in terms of difficulty and the sizes of the entities studied.
3. Respondents were evenly split about the level of clarity for 2.1, 2.3 and 2.4 Standard criteria, but most thought 2.2 was the least clear.
4. Most respondents mostly or fully agreed that mātauranga Māori is given appropriate focus for 2.1 but were less positive about 2.2. For 2.1, respondents were split evenly between disagreeing and mostly or fully agreeing that they had enough guidance and support to engage with the mātauranga Māori content. They were less positive about 2.2 guidance and support. On the other hand, for both internals most thought that learners will be interested and motivated to engage with all Assessment Activities.
5. Some respondents have asked for more detail in Assessment Activities. There is also some concern about lack of teacher familiarity with mātauranga Māori concepts. For 2.2, respondents raised the issue that the assessment does not cover accuracy of processing, as well as authenticity issues and which software packages could be used.

Agribusiness

6. There were 7 responses to Agribusiness materials. Especially given that not all respondents responded to each question (for example, 2 commented on the Learning Matrix), the split between responses was usually determined by a difference of 1 response.
7. 6 of 7 respondents agreed that the Significant Learning is appropriate to Year 12 learners and the Learning Matrix represents the most important competencies.
8. Responses about the clarity of Standard criteria varied greatly between Standards. All of those who responded felt that 2.1 is mostly or fully clear for Achieved and Merit, but there was less confidence regarding the clarity for Excellence criteria. They were almost evenly split about the clarity of 2.2, all felt that 2.3 was mostly or fully clear, and they were varied in their thoughts about 2.4, with 2 of 5 feeling less confident about Excellence clarity.
9. 2.1 was published for feedback without a mātauranga Māori focused Assessment Activity, but 3 of 4 respondents mostly or fully agree that the mātauranga Māori present is appropriate and that they have enough guidance and support to engage with it. For 2.2, they were almost evenly split about the appropriateness of the mātauranga Māori content and whether they have enough guidance and support to engage with it. Similarly, respondents were more confident that learners will be interested and motivated to engage with the Assessment Activities for 2.1 than 2.2.
10. Some concern was raised about lack of Pacific and other contexts in the Big Ideas and Standards.

Business Studies

11. There were 19 responses to Business Studies materials.
12. Respondents agreed overall that the Significant Learning is appropriate for Year 12 learners and the Learning Matrix represents the most important competencies. There was some disagreement that some Significant Learning has been missed, mostly calling for more practical content.
13. Most respondents felt that the criteria for all the Standards are mostly or fully clear.
14. Most respondents agreed that mātauranga Māori is given appropriate focus in 2.1 and 2.2, and that there is enough guidance and support to engage with it. Respondents were confident that learners will be interested and motivated to engage with 2.2, however they lacked confidence about this for 2.1, with comments suggesting the Standard could be broadened with a community focus.

Classical Studies

15. There were 16 responses to Classical Studies materials. Feedback was generally positive.
16. Most respondents agreed that the Significant Learning is appropriate for Year 12 learners and the Learning Matrix represents the most important competencies.
17. Most respondents were confident that the criteria for all of the Standards are mostly or fully clear.
18. Most respondents agreed that mātauranga Māori is given appropriate focus and that there is enough guidance and support to engage with it in 2.1 and 2.2, that learners will be interested and motivated to engage with the Assessment Activities, and that the activities are adaptable to their local context.
19. There were some comments about wording, and 3 respondents said that the timing of external Standards needs to be communicated. Two respondents argued a lack of consistency across Standards.

Economics

20. There were 21 responses to Economics materials.
21. Most respondents agreed that the Significant Learning is appropriate for Year 12 learners and the Learning Matrix represents the most important competencies. However, there was some disagreement that Significant Learning such as use of economic models has been missed and that there is too much focus on Aotearoa New Zealand at the expense of a more global approach to Economics. There was also some concern that without Level 1 Economics, learners will not have enough of a grounding at Level 2, and that connections with Level 1 Commerce were not clear enough.
22. Concern about lack of clarity of the Standard criteria was prevalent for 2.1, 2.3, and 2.4, for various reasons. Some respondents raised issues about clarity of word definitions, assessability, the verbs used in step-ups, and which economic models to use. Respondents were generally confident about the clarity of 2.2 criteria however, with some very positive comments.
23. Respondents were almost evenly split in agreement about whether mātauranga Māori is given appropriate focus in the internal Assessment Activities. They generally felt that they need more guidance and support to engage with the content, and would not be comfortable teaching it. One respondent commented that mātauranga Māori had not been integrated and could be avoided by teachers, and that teachers who use the mātauranga Māori activities may ignore some internationally recognised economic concepts.
24. Overall, there was a desire for more explicit guidance and clarity, including exemplars, particularly on how mātauranga Māori could be integrated into teaching and learning.

Food and Nutrition

25. There were 17 responses to Food and Nutrition materials.
26. Most respondents agreed that the Significant Learning is appropriate for Year 12 learners and the Learning Matrix represents the most important competencies. However, 40% of respondents also said that some Significant Learning has been missed. Comments included a desire for a stronger focus on Nutrition and concerns that 'food literacy' is too large a topic.
27. 2.1 was largely affirmed, with most respondents finding the Achieved and Excellence criteria mostly or fully clear and approximately half agreeing for Merit criteria. Response to the other Standards was less positive, with at least half of respondents finding the step-up criteria mostly or fully unclear.
28. Most respondents agreed that mātauranga Māori is given appropriate focus in 2.1, but half of respondents do not think there is sufficient guidance and support for teachers, and almost half also think that learners will not be interested and motivated to engage with the activities. 2.2 raised concern with many respondents, regarding its mātauranga Māori content. While most respondents mostly or fully agreed that it is given appropriate focus, only a quarter mostly or fully agreed that it gives them enough guidance and support to engage with it, and over half felt they would not be comfortable teaching it. While most of them mostly or fully agreed that learners will be interested and motivated to engage with the activities, they were approximately evenly split about whether learners will be able to participate in and demonstrate their learning through the activities.
29. Some respondents asked for more guidance and support with mātauranga Māori content. Comments were also made on some of the wording of Standards, missing or overly streamlined guiding questions, how equity (as a topic) is approached in the subject, and changing the 2.1 and 2.3 titles.

Geography

30. There were 75 responses to Geography materials, resulting in a lot of comments compared with the majority of other subjects.
31. Most respondents agreed that the Significant Learning is appropriate for Year 12 learners and the Learning Matrix represents the most important competencies, however there was some disagreement. Some respondents raised concerns that physical geography or global case studies and examples are missing, that fieldwork is not explicit enough, and that wording may need refining.
32. Respondents' thoughts about the level of clarity of Standard criteria varied across the step-ups and between Standards. For 2.1, approximately half of respondents felt that the criteria were mostly or fully clear for Achieved and Merit, while most felt that the criteria are somewhat or completely unclear for Excellence and for the step-ups. For 2.2, most respondents were mostly or fully clear about the Achieved and Excellence criteria and step-ups but were less clear about the Merit criteria. For 2.3, respondents were mostly clear about the criteria for Achieved and Merit but were split evenly for the Excellence criteria and step-ups. For 2.4, respondents were mostly clear about Achieved, but split evenly across the other step-ups.
33. Most respondents agreed that mātauranga Māori is given appropriate focus in 2.1, but half thought there is not enough guidance and support for teachers and that their learners will not be interested and motivated to engage with all the Assessment Activities. Some raised concerns about how teachers can work with local iwi and access Māori experts and information necessary for the Standard, with fears that learning will become tokenistic if teachers do not want to engage with mātauranga Māori in the teaching, learning and assessment. On the other hand, they were generally positive about 2.2 mātauranga Māori content and that learners will be interested and motivated to engage with the Assessment Activities.
34. There was concern that the conceptual thinking and understanding of planning and decision-making assessed in each of the Standards is too high-level for Year 12 learners. There were also various comments about wording, definitions, difficulties in accessing some contexts due to school and kura location, and other concerns. Respondents also sought exemplars.

Health

35. There were 44 responses to Health materials. Feedback was generally positive.
36. Most respondents agreed that the Significant Learning is appropriate for Year 12 learners and the Learning Matrix represents the most important competencies.
37. For all the Standards, most respondents thought the criteria were mostly or fully clear.
38. Most respondents agreed that mātauranga Māori was given appropriate focus in 2.1 and 2.2. However, for 2.1 slightly more than half of respondents felt that the Standard does not provide enough guidance and support for teachers to engage with mātauranga Māori and that they would not be comfortable teaching it. For 2.2, while most respondents agreed that there is enough guidance and support to engage with the mātauranga Māori content, slightly more than half felt that they would still not be comfortable teaching it. For both internal Standards, most respondents felt that learners would be interested and motivated to engage with the Assessment Activities, and that they could be adapted to a local context.
39. Some respondents asked for more detail to be provided in the Assessment Activities for the internal Standards. Some also sought exemplars or sample assessments for externals.

Physical Education

40. There were 95 responses to Physical Education materials- the most responses of the 12 surveyed subjects.
41. Most respondents agreed that the Significant Learning is appropriate for Year 12 learners and the Learning Matrix represents the most important competencies.
42. For all the Standards, most respondents thought the criteria were mostly or fully clear.
43. Most respondents agreed that mātauranga Māori was given appropriate focus in 2.1 and 2.2 Assessment Activities. However, there was a strong call for PLD to support teachers, with most saying that they would not feel comfortable teaching the mātauranga Māori content for 2.1 without more guidance and support. While most agreed there was sufficient guidance and support for the mātauranga Māori content for 2.2, there were still 24 respondents who somewhat or fully disagreed, and only half of respondents said that they would feel comfortable teaching it. For both internal Standards, most respondents felt that learners would be interested and motivated to engage with the Assessment Activities, and that they could be adapted to a local context.
44. Comments overwhelmingly pointed to a perceived lack of practical components in 2.1. Some respondents also sought exemplars.

Psychology

45. Five respondents to the survey said they were responding for this subject, however there were a maximum of 4 responses for each question. Given that not all respondents responded to each question, the split between responses was usually determined by a difference of 1 response.
46. Half of the respondents (2) disagreed that the Significant Learning is appropriate for Year 12 learners. 3 of the 4 respondents mostly or fully agreed that the Learning Matrix represents the most important competencies and is not missing any Significant Learning. One respondent indicated that material is missing from the Learning Matrix, namely that it needs a stronger foundation in the 'basics of psychology', clearer progressions from Level 7 to Level 8, and a wider set of approaches.
47. For 2.1, most respondents thought the criteria were mostly or fully clear, although one respondent noted the ambiguity of terms. However, for the other Standards, respondents were generally concerned about the clarity of step-ups. For 2.2, one comment raised concerns that the Assessment Activities do not allow for the depth required at Level 7.

48. Most respondents (2 for 2.1 and 3 for 2.2) thought that mātauranga Māori was not given appropriate focus in the Assessment Activities, nor was there enough guidance and support to engage with it and they would not be comfortable teaching it. They were evenly split about whether learners would be interested and motivated to engage with the activities, and even less positive for 2.1 about whether learners would be able to participate and demonstrate their learning through the Assessment Activities, with one respondent fully disagreeing.
49. One respondent suggested more resources, case studies, and exemplars to be used by learners. There was also a consensus that the Standards are too high-level for Year 12 learners.

Statistics

50. There were 49 responses to Statistics materials.
51. Most respondents agreed that the Significant Learning is appropriate for Year 12 learners and the Learning Matrix represents the most important competencies, however 17 respondents did disagree or strongly disagree. Ten respondents said that they think content is missing and 2 suggested combining Statistics with Mathematics at this level.
52. Most respondents were somewhat or fully unclear about the Standard criteria for all the Standards.
53. For 2.1, approximately half of respondents agreed that mātauranga Māori was given appropriate focus, while for 2.2 most respondents agreed. For both Standards, the majority indicated that there was not enough guidance and support for teachers to engage with mātauranga Māori content, and that they would not be comfortable teaching it.
54. Various issues were brought up in comments. There was a general sense that the Standards are too high-level for Year 12 learners, with only a third of respondents agreeing with the levelling for 2.4. Some comments suggested that the Assessment Schedules are not consistent with the achievement criteria. Some had alternative suggestions for which Standards should be internally or externally assessed. Other comments include thoughts that the Standards are limited by their lack of Mathematics content. There was also a general desire to see exemplars and more resources to better understand the Standards and what they ask of learners.

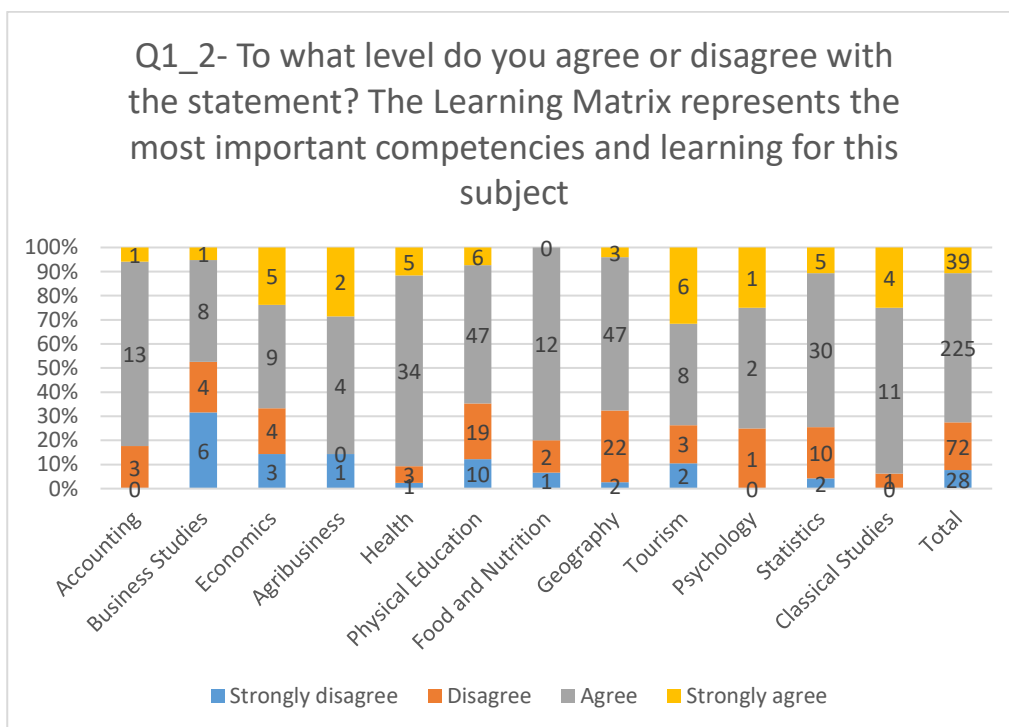
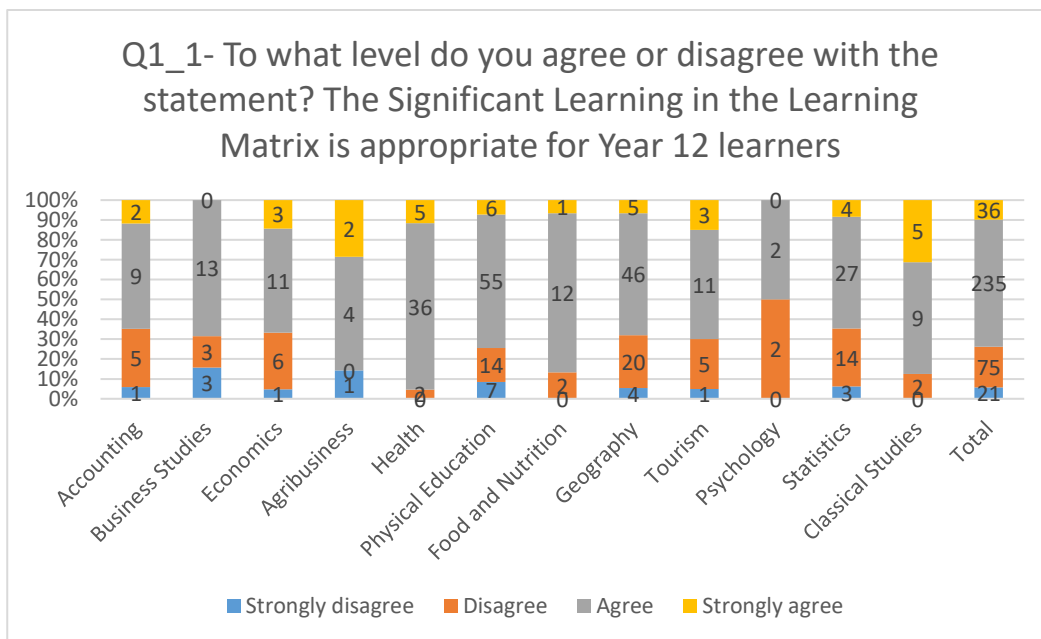
Tourism

55. There were 22 responses to Tourism materials.
56. Most respondents agreed that the Significant Learning is appropriate for Year 12 learners and the Learning Matrix represents the most important competencies. However, half thought that some Significant Learning has been missed, with various reasons given, such as concerns that it is missing a practical element or other aspects of tourism studies.
57. For the internal Standards, most respondents thought the Standard criteria were either somewhat or mostly clear. For the external Standards, respondents were more positive, saying that the Standard criteria were either mostly or fully clear.
58. Most respondents thought that mātauranga Māori was given appropriate focus in the Assessment Activities. However, while they generally agreed that there was enough guidance and support to engage with it in 2.1, they disagreed for 2.2. For 2.1, most respondents thought that learners will be interested and motivated to engage with the Assessment Activities. For 2.2, nearly all respondents agreed with this, and all of them felt that they could use or adapt at least one of the activities to their local context.
59. Disagreement about the levelling of the Standards was strong, with 19 responses across the Standards saying they are too hard. There was also a theme in comments addressing industry engagement and practical skill learning, with 6 respondents calling for more. 2.1 prompted various comments, including concerns about the wording used, the Standard being too focused on university rather than vocational pathways, and the ability to relate the Assessment Activities to local contexts in some locations. 2.2

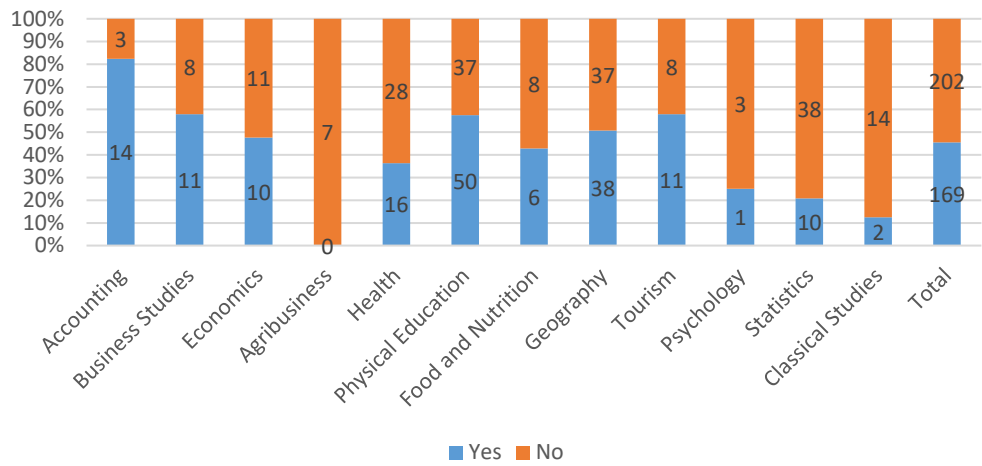
prompted fewer comments, with 3 questioning the step-up wording, and 2 suggesting mātauranga Māori inclusion is not explicit enough.

Annexe B

A selection of the quantitative data sets for each of the 12 subjects, by percentage and number.



Q1A- Can you see any Significant Learning that has been missed in your subject?



Annexe C

Level 2 RAS Assessment Materials Survey

Q49 Nau mai, haere mai.

This year we are working on NCEA Level 2 changes as part of the Review of Achievement Standards.

The draft NCEA Level 2 Standards and associated materials for the first group of subjects are now ready for your feedback.

The available subjects are: Accounting Business studies Economics
 Agribusiness Health Physical Education Food and Nutrition
 Geography Tourism Psychology Statistics Classical Studies
Your insights and ideas will help us refine these materials, so they are ready to be piloted by kura and schools in 2024.

Looking after your information

We will not use the information provided for any other purpose than stated above and we will not be sharing the information with any other person or organisation. Please do not provide any personal information in your responses to ensure that your responses are not identifiable. Submissions, including names, and documents associated with the consultation process may be subject to an Official Information Act 1982 request. Where this is the case, careful consideration will be given to whether there are grounds under the Act to withhold information (e.g. where this is necessary to protect an individual's privacy).

A response to the collated feedback will be provided through the NCEA website.

How to answer this survey

Read through the draft subject content on [NCEA.Education.govt.nz](https://ncea.education.govt.nz).

<https://ncea.education.govt.nz/>

To find the subjects, click on the New Zealand Curriculum tab towards the right of the screen and select the subject(s) you would like to review. Each subject page has four tabs:

Learning Teaching Assessment Subject Glossary

We suggest that you keep [NCEA.Education.govt.nz](https://ncea.education.govt.nz) open on your screen to refer to when answering the questions.

Thank you for taking the time to complete this survey.

End of Block: Blurb Block

Start of Block: Introduction

2 I am completing this survey as

- ☐ an individual (4)
- ☐ as part of a group (5)

Display This Question:

If 2 = as part of a group

Q30 If completing as a group, what is your group name?

3 Role

- ☐ Teacher/Kaiako (1)
- ☐ Deputy/Assistant Principal (2)
- ☐ Principal/Tumuaki (3)
- ☐ Head of Department (4)
- ☐ RTLB (5)
- ☐ Teacher Aide (6)
- ☐ Other (7)

4 If other please specify

5 Region

- ☐ Tai Tokerau (1)
 - ☐ Auckland (2)
 - ☐ Waikato (3)
 - ☐ Bay of Plenty/Rotorua/Taupō (4)
 - ☐ Hawkes Bay/Gisborne (5)
 - ☐ Taranaki/Manawatu/Whanganui (6)
 - ☐ Nelson/Malborough/West Coast (7)
 - ☐ Wellington (11)
 - ☐ Canterbury (8)
 - ☐ Otago/Southland (9)
-

6 I'm responding to this survey for

- ☐ Accounting (1)
- ☐ Business Studies (16)
- ☐ Economics (17)
- ☐ Agribusiness (18)
- ☐ Health (19)
- ☐ Physical Education (20)
- ☐ Food and Nutrition (21)
- ☐ Geography (22)
- ☐ Tourism (23)
- ☐ Psychology (24)
- ☐ Statistics (25)
- ☐ Classical Studies (26)

End of Block: Introduction

Start of Block: Block 1 Learning Matrix (Curriculum Level 7)

Q1 **Learning Matrix** To what level do you agree or disagree with these statements?

	Strongly disagree (1)	Disagree (16)	Agree (17)	Strongly agree (18)
The Significant Learning in the Learning Matrix is appropriate for Year 12 learners? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Learning Matrix represents the most important competencies and learning for this subject? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q1A Can you see any Significant Learning that has been missed in **Learning Matrix**?

- ☐ Yes (1)
- ☐ No (2)

Q1B If you responded yes, please comment on what has been missed

Q2 **Im:Field/1** Achievement Standard 2.1 (Internal)

	Unclear (1)	Somewhat clear (16)	Mostly clear (17)	Clear (18)
How clear are the criteria for what a learner needs to do to meet this Standard at Achieved? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the criteria for what a learner needs to do to meet this Standard at Merit? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the criteria for what a learner needs to do to meet this Standard at Excellence? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the progressions from Achieved to Merit, and from Merit to Excellence for this Standard? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 At least one of the internal Assessment Activities for the internal Standards must have a focus on mātauranga Māori in either context or concept.

	Disagree (1)	Somewhat disagree (16)	Mostly agree (17)	Agree (18)
Assessment Activity 2.1A demonstrates an appropriate mātauranga Māori context or concept for assessment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment Activity 2.1A provides guidance and support for teachers to engage with mātauranga Māori in teaching and learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable teaching the mātauranga Māori content in Assessment Activity 2.1A (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50 \${Im://Field/1} AS 2.1 Assessment Activities

	Disagree (1)	Somewhat disagree (16)	Mostly agree (17)	Agree (18)
My learners will be interested and motivated to engage with all Assessment Activities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My learners will be able to participate in, and demonstrate their learning through all Assessment Activities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 Could the three activities for AS 2.1 $\{\text{Im://Field/1}\}$ be used or adapted for your local context?

- ☐ I could not use or adapt any of these activities (1)
- ☐ I could use or adapt one or two of the activities (2)
- ☐ I could use or adapt all three activities (3)

Q4A Do you have any further feedback on this Standard and its activities for $\{\text{Im://Field/1}\}$?

For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which level is problematic and why? If you have noticed problems in an activity, which one?

Q51 **Achievement Standard 2.2 (Internal)**

	Unclear (1)	Somewhat clear (16)	Mostly clear (17)	Clear (18)
How clear are the criteria for what a learner needs to do to meet this Standard at Achieved? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the criteria for what learner needs to do to meet this Standard at Merit? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the criteria for what a learner needs to do to meet this Standard at Excellence? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the progressions from Achieved to Merit, and from Merit to Excellence for this Standard? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q52 At least one of the internal Assessment Activities for the internal Standards must have a focus on mātauranga Māori in either context or concept.

	Disagree (1)	Somewhat disagree (16)	Mostly agree (17)	Agree (18)
Assessment Activity 2.2A demonstrates an appropriate mātauranga Māori context or concept for assessment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment Activity 2.2A provides guidance and support for teachers to engage with mātauranga Māori in teaching and learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable teaching the mātauranga Māori content in Assessment Activity 2.2A (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53 \${Im://Field/1} AS 2.2 Assessment Activities

	Disagree (1)	Somewhat disagree (16)	Mostly agree (17)	Agree (18)
My learners will be interested and motivated to engage with all Assessment Activities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My learners will be able to participate in, and demonstrate their learning through all Assessment Activities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54 Could the three activities for AS 2.2 [\\$Im://Field/1](#) be used or adapted for your local context?

- ☐ I could not use or adapt any of these activities (1)
- ☐ I could use or adapt one or two of the activities (2)
- ☐ I could use or adapt all three activities (3)

Q55 Do you have any further feedback on this Standard and its activities?

For example, if you noted that the Achieved, Merit and Excellence criteria were unclear, which level is problematic and why? If you have noticed problems in an activity, which one?

Q10 [\\$Im://Field/1](#) Achievement Standard 2.3 (External)

	Unclear (1)	Somewhat clear (16)	Mostly clear (17)	Clear (18)
How clear are the criteria for what a learner needs to do to meet this Standard at Achieved? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the criteria for what a learner needs to do to meet this Standard at Merit? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the criteria for what a learner needs to do to meet this Standard at Excellence ? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the progressions from Achieved to Merit, and from Merit to Excellence for this Standard? (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 **Achievement Standard 2.4 (External)**

	Unclear (1)	Somewhat clear (16)	Mostly clear (17)	Clear (18)
How clear are the criteria for what a learner needs to do to meet this Standard at Achieved? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the criteria for what a learner needs to do to meet this Standard at Merit? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the criteria for what a learner needs to do to meet this Standard at Excellence ? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear are the progressions from Achieved to Merit, and from Merit to Excellence for this Standard? (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Are the Achievement Standards for \${Im://Field/1} at the right level for Year 12 learners?

	No (1)	Too hard (16)	Too easy (17)	Yes (18)
A.S 2.1 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.S 2.2 (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.S 2.3 (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.S 2.4 (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12A Do you have any further feedback on the Achievement Standards for \${Im://Field/1}?

Q13A If there is one thing that could improve these resources, what would it be?

End of Block: Block 1 Learning Matrix (Curriculum Level 7)

Start of Block: Block 3

Q31 Additional questions about the NCEA Change Programme

To what level do you agree or disagree with this statement?

	Disagree (1)	Somewhat agree (16)	Mostly agree (17)	Agree (18)
After reviewing the RAS products today I have the skills and knowledge to build a learning programme that would allow for assessment of the Achievement Standards. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 From the NCEA change information and supports received through Teacher Only Days and wider communications from the Ministry I understand

	Disagree (1)	Somewhat agree (16)	Mostly agree (17)	Agree (18)
The reasons for the changes being made to NCEA (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How the changes will make the education system better (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How the changes will impact me and my subject of work (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 From the NCEA change information and supports received through Teacher Only Days and wider communications from the Ministry I am aware of

	Disagree (1)	Somewhat agree (16)	Mostly agree (17)	Agree (18)
Opportunities to support learners' development of literacy in my subject area (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to support learners' development of numeracy in my subject area (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodologies, such as Universal Design for Learning, to ensure teaching and learning is inclusive of all learners (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 To what level do you agree or disagree with these statements?

	Disagree (1)	Somewhat agree (16)	Mostly agree (17)	Agree (18)
I can see what the change programme will look like in our school, in our department, in our classrooms (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department or team has a clear plan to achieve Mana ōrite mō te mātauranga Māori (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do, and feel supported to achieve Mana ōrite mō te mātauranga Māori in my teaching practice (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to go to get further information required about inclusive practice and supporting all learners (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>