



Education Report: Finalising the Level 1 NCEA Subject List

To:	Hon Chris Hipkins, Minister of Education		
Date:	18 November 2020	Priority:	High
Security Level:	In Confidence	METIS No:	1244787
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Messaging seen by Communications team:	No	Round Robin:	No
Consulted	NZQA		

Purpose of Report

The purpose of this paper is for you to:

- **Approve** the NCEA Level 1 Subject List.
- **Note** the approved subjects will be developed by late 2021, trialled in 2022 and fully implemented in 2023.
- **Note** we will provide further advice on the process for confirming NCEA Levels 2 and 3 in mid-2021.

Summary

1. In August 2020, you received advice on confirming the NCEA Level 1 Subject List and requested that the matter instead be considered as soon as possible after the election period [METIS 1235705 refers].
2. Based on 4,550 submissions from public engagement on both the *Provisional Subject List* as well as the *Alternative Options for Science at NCEA Level 1*, we have reconsidered the relevant information and provide final recommendations (see Annex A for the details) on the list of subjects to be developed at NCEA Level 1.
3. The number of Level 1 achievement standards would reduce significantly from 278 currently, to 128 in the Final List. This is a reduction of 54%, and eight standards more than the Provisional Subject list proposed. The number of Level 1 credits would reduce from 1169 available currently, to 640 in the Final List.
4. We propose you approve the final subjects now so that development work can proceed. The proposed list (Table 1) remains consistent with the Provisional Subject List, however, in the following subjects, changes are recommended:

- a. Science – we now recommend: Science; Physics, Earth & Space Science; and Chemistry & Biology. Three subjects instead of the one proposed originally [Para 14.a.]
 - b. Food Science – we no longer recommend. Home Economics will be part of Health; and Food Technology will be catered to by the new Materials and Processing Technology subject. As Health now includes Home Economics, Physical Education will become a separate subject [Para 14.b.]
5. We received extensive feedback supporting the retention of Latin, however student numbers remain very low. We recommend you consider discontinuing Latin or maintaining the subject until the next regular review of NCEA materials (currently scheduled for 2028) to determine whether it is viable to continue. [Paras 15-20]
 6. Once decisions are finalised, we propose to publicly release the Subject List in the week beginning 1 December. A communications plan will be shared with your Office.
 7. We will be available to discuss this report at the Agency meeting on 23 November.

Recommended Actions

The Ministry of Education recommends you:

- a. **Note** that extensive public engagement has been carried out in 2020 on the NCEA Level 1 subjects; [Paras 10-11] **Noted**
- b. **Note** that development on the eight Level 1 subjects not affected in the NCEA Level 1 subject list consultation process [METIS 1239183 refers] is underway; [Para 12] **Noted**
- c. **Agree** that, aside from the decisions on Latin contained below (Rec E or F refer), the NCEA Level 1 subjects that will be developed are those recommended in the Final Subject List in Table 1; [Para 17] **Agree / Disagree**
- d. **Note** that support for those subjects currently available but not included in the Final Subject List (Table 1) will cease in 2023 when the new Level 1 is scheduled to be implemented; [Para 14] **Noted**

EITHER

- e. **Agree** to discontinue Latin at NCEA Levels 1-3; [Para 15]

Agree / Disagree

OR

- f. **Agree** to develop Latin at NCEA Levels 1-3 in this review but to re-evaluate this at the next review point currently scheduled for 2028; [Para 15]

Agree / Disagree

- g. **Note** that development of Te Marautanga o Aotearoa (TMoA) subjects in 2020 has been proceeding well as has recent work developing Māori Performing Arts and that further advice on TMoA subjects to be finalised is required and that we will provide you with advice on this in early 2021; [Paras 16, 20-21]

Noted

- h. **Agree** that Māori Performing Arts products will be trialled at NCEA Levels 1, 2 and 3 in 2021; [Para 16]

Agree **Disagree**

- i. **Forward** this Education Report in full to your Associate Ministers (Education);

Yes **No**

- j. **Indicate** if you would like the Ministry to arrange a briefing for the Opposition spokespeople for Education from the National, Act and the Māori Party on the decisions contained in this report; [Para 28]

Yes **No**

- k. **Agree** that this report will be proactively released together with associated advice as part of Ministry-led communications after final decisions have been made. [Para 30]

Agree **Disagree**



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

18/11/2020



Hon Chris Hipkins
Minister of Education

21/11/2020

The above decisions are provisional. Before signing of 100% on this I want one final report from the PAG. I'd also like a further note on Home Economics and the future of this area within the curriculum.

Background

8. On 17 February 2020, Cabinet agreed seven changes to NCEA including a broad and foundational Level 1 [CAB-20-MIN-0023 refers], with cross-Political Party support.
9. The Ministry developed criteria to identify the subjects at NCEA Level 1 which will support a broad and foundational learning for young people. The seven criteria, which were applied holistically, are:
 - a. How the subject fits within the broad objective of a foundational NCEA Level 1.
 - b. All foundational learning, disciplinary knowledge, big ideas and essence of each learning area derived from the New Zealand Curriculum are available through a subject at NCEA Level 1.
 - c. How best to structure that body of knowledge to support pathways to further specialist learning at NCEA Levels 2 and 3.
 - d. The extent to which subjects can interact with each other to form coherent courses in NCEA settings and support a breadth of learning for individual students.
 - e. The extent of sector and student demand, and sector capability to support the subject.
 - f. Ensuring that the Crown's responsibilities under the Treaty of Waitangi | Te Tiriti o Waitangi are given meaningful regard and that the subject offering supports opportunities for Māori learners to succeed as Māori, in English- and Māori-medium settings.
 - g. Inclusion as a subject is likely to contribute positively to the ongoing and future credibility of NCEA as a series of internationally recognised qualifications.
10. Engagement on the Provisional Subject List was originally set at two months, beginning on 20 February. However, due to COVID 19 disruption, the engagement was extended twice in total – finally it closed on 20 July. This ensured a significant opportunity for people to respond.
11. Through the Provisional Subject List engagement, we considered letters, organised meetings with Subject Expert Groups, and received detailed submissions from Subject Associations. Over 3,600 short form responses in total were also received. The full feedback report is contained in Annex C. The Ministry also received 965 submissions in the Science engagement process, and the Science feedback report is contained in Annex D.
12. In August 2020, you considered advice on confirming the NCEA Level 1 Subject List. You decided that final decisions were not appropriate so close to the election period and requested that the matter instead be considered as soon as possible after the election period [METIS 1235705 refers].
13. In September 2020, further advice was considered, and you gave approval for eight NCEA Level 1 subjects to start the development process [METIS 1239183 refers]. These subjects were selected because they were not in-scope of any of the proposed changes contained in the Provisional Subject List and progressing with them significantly reduced risk that the timeline would become unworkable for the implementation timeline.

Final Subject List Recommendations (compared to current and Provisional List)

14. We propose you approve the final subjects so that development work can proceed. The proposed list (Table 1) remains consistent with the Provisional Subject List, however, in the following subjects, changes are recommended:
 - a. The proposal to include a single general Science subject at Level 1 attracted extensive feedback and the need for further public engagement was recognised. The final recommendation is to support three Science subjects: Science; Physics, Earth & Space Science; and Chemistry & Biology. All the current specialist science subjects will be recommended for inclusion at Level 2 and 3.
 - b. The proposal to create a new Food Science subject to include both Food Technology and Home Economics is no longer recommended. Food Technology will be catered to by the new Materials and Processing Technology subject and within the Health and Physical Education Learning Area; Health now includes Home Economics with Physical Education becoming a separate subject.
15. The proposed removal of Latin as a subject in NCEA was mentioned at least once in approximately 1,300 unique submissions in support of retaining the subject. Submissions emphasised the foundational character of Latin as preparatory for other disciplines. There was also concern about the future of the Latin teaching workforce should we remove support for Latin in NCEA.
16. We have noted these submissions and recognise the decision as particularly controversial. The Ministry's view in the Provisional Subject List was that while Latin may be beneficial to some pathways, it is not a necessary prerequisite of any, and the specialist skills Latin covers can be delivered through other supported subjects. While a number of specialist Latin teachers may have the expertise required to deliver other subjects (e.g., Classical Studies), the removal of Latin could impact on this workforce once the existing standards expire from 2023 onwards.
17. The decision to retain Latin commits the Ministry to develop and support the subject for approximately eight years. This includes upfront design costs, and ongoing costs to maintain and deliver moderation and external assessments. Across eight years, we expect the total cost to maintain Latin to exceed \$1,500,000.
18. Of particular concern is Latin's very low and steadily declining enrolments (under 200 students per year, within approximately 10 schools, with only 25 students sitting Level 3). At some point, if enrolments continue to decline, Latin will cease to become viable to support without additional, highly costly interventions.
19. For the small number of students for whom Latin is a key part of their pathway, other options would exist, including accessing online or face-to-face delivery of international courses or qualifications that sit outside NCEA.
20. Given the strong interest demonstrated through engagement but low and declining student numbers, we recommend Latin be removed or maintained with its future considered at the next regular review point in 2028.
21. To align with Change 2: Mana ōrite mō te mātauranga Māori, Māori Performing Arts was included in the Provisional Subject List to address current inequities in English-medium settings and to ensure accessibility to ākonga Māori in all settings including kura Māori. Development has been fast-tracked and we are currently in preparation for possible trialling at NCEA Levels 1, 2 and 3 in 2021 (subject to your approval). A

process to confirm interested trial schools for 2021 is currently underway and will be completed shortly.

22. The subject table below shows the change from the current NCEA subjects, Provisional List to the Final List.¹

Proactively Released

¹ A summary of our recommendations for each subject is included in Annex A (Final Subject List Summary Report). Those summaries have drawn from the full technical analysis that has been undertaken (Annex B refers).

Table 1: Comparison table showing Current, Provisional and Final Subject Lists

Learning Area	Current Subjects	Provisional Subjects	Final Subjects
English	English	English	English
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori
The Arts	Dance	Dance	Dance
	Drama	Drama	Drama
	Music	Music	Music
	Visual Arts	Visual Arts	Visual Arts
	Art History ²	--	--
	--	Māori Performing Arts	Māori Performing Arts
Science	Science	Science	Science
	Biology		Chemistry and Biology
	Chemistry		Physics, Earth and Space
	Physics		Science
	Agricultural and Horticultural Science	Agricultural and Horticultural Science	Agricultural and Horticultural Science
Social Sciences	Religious Studies	Religious Studies	Religious Studies
	Social Studies	Social Studies	Social Studies
	Psychology ²	--	--
	Media Studies ²	--	--
	History	History	History
	Classical Studies ²	--	--
	Geography	Geography	Geography
	Economics	Commerce	Commerce ³
	Business Studies		
	Accounting		
Technology	Construction and Materials Technology	Materials Technology	Materials and Processing Technology
	Processing Technology		
	Technology Generic	Food Science ⁴	
	Digital Technologies	Digital Technologies	Digital Technologies
	Design and Visual Communication	Design and Visual Communication	Design and Visual Communication
Health and Physical Education	Physical Education	Health and Physical Education	Physical Education
	Health		Health Education (with Home Economics)
	Home Economics	Food Science ⁴	
Learning Languages	Cook Island Māori	Cook Island Māori	Cook Island Māori
	French	French	French
	German	German	German
	Japanese	Japanese	Japanese
	Korean	Korean	Korean
	Tongan	Tongan	Tongan
	Mandarin	Mandarin	Mandarin
	Samoan	Samoan	Samoan
	Spanish	Spanish	Spanish
	NZ Sign Language	NZ Sign Language	NZ Sign Language
	Latin	-	(Latin) ⁵
Mathematics and Statistics	Mathematics and Statistics	Mathematics and Statistics	Mathematics and Statistics

² These subjects will not be offered at Level 1, nor merged or combined with any other subject at Level 1.

³ We will ask the Commerce SEG to determine the extent to which it is appropriate to include Accounting within Commerce.

⁴ Food Science was proposed to bridge the Technology and Health and Physical Education Learning Areas.

⁵ The inclusion of Latin is subject to your decision.

23. The Final Subject List includes 32 subjects with 128 achievement standards that are broad and foundational (compared to the current 42 subjects and 278 achievement standards available). It balances significant consolidation of subjects with an acceptable degree of change for the sector, students, and whanau.
24. Under current system settings achievement standards require review every five years, with the next scheduled review of the new Level 1 achievement standards due in 2028. This may be an opportunity to carry out further changes to the subject list if additional consolidation is appropriate and desirable.

Te Marautanga o Aotearoa Subjects

25. Within *Te Marautanga o Aotearoa*, there is potential opportunity for the development of further subjects. We are continuing to explore with kaiako Māori, experts in mātauranga Māori and peak bodies whether development in further subjects is needed at NCEA Level 1. If so, we will progress these alongside any other new subjects which might be developed for NCEA Level 1.
26. Development of *Te Marautanga o Aotearoa* subjects in 2020 has been proceeding well. Further advice on *Te Marautanga o Aotearoa* subjects to be finalised will be provided to you in early 2021.

Consultation

27. The NCEA Professional Advisory Group (PAG) has been involved at multiple points as we engaged on the Provisional Subject List then developed final advice on Level 1 subjects. The PAG remains supportive of our approach.
28. Individual members of the PAG have expressed personal reservations on specific subjects that will be impacted (but were not opposed in terms of the collective view).
29. The New Zealand Qualifications Authority was consulted on the provisional subject list and the final list. They remain supportive.
30. You asked us to brief the Youth Advisory Group (YAG) on the Provisional List in February. We have recently re-engaged with the YAG to update them on the process ahead of the decisions in this report being made. The YAG remains broadly supportive of the changes, in particular the new Commerce subject, and the revision not to create Food Science or to consolidate Health with Physical Education. They considered that the changes reflected the real applications and reasons students took these subjects in school. Although some reservations were had about the removal of Classical Studies and Media Studies at Level 1, the Youth Advisory Group understood and expressed support for the vision of a broad and foundational NCEA Level 1 and were satisfied with our plans not to remove those subjects at Level 2 and 3.

Next Steps

31. In July 2020, the NCEA Change Programme was reset following disruptions from COVID-19. The updated timeline for the Review of Achievement Standards still enables full implementation of the new NCEA Level 1 in 2023 (with all Levels complete by 2025). To meet this timeline, we need to begin development on the remaining Level 1 subjects early in 2021, which requires reorganisation work for the Subject Expert Groups affected by changes from December 2020.

32. Once you have made final decisions, we will provide your Office with the Communications Plan, aiming for public release by the week of 1 December. We will also consult your Office on the contents of the proposed proactive release.
33. Subject to your feedback, we will inform Opposition Education spokespeople from the National, Act and the Māori Party.
34. As a major announcement, the Ministry will communicate using all channels including emails to Regional Directors, Subject Associations, Subject Expert Groups, the PPTA, as well as notification in the school bulletin, social media and a media release on the Ministry website.

Proactive Release

35. We recommend that this Education Report is released as part of the announcement.

Annexes

Annex A: Final Subject List Summary Report

Annex B: Final Subject List for NCEA Level 1 - Technical Report

Annex C: Provisional Subject List Feedback Report

Annex D: Feedback Report - Alternative Options for NCEA Level 1 Science

Annex A: Final Subject List Summary Report

1. A summary of the recommended NCEA Level 1 subjects is provided below in the same order they appear in Table 1 (refer above). The reports below outline the following:
 - a. Support currently available for the subject. number of credits available and in brackets, the number of achievement standards, for both external and internal modes of assessment;
 - b. For each subject, how support would have changed if the Provisional Subject List was finalised;
 - c. For each subject, how support will change once the recommended Final Subject List is agreed by the Minister of Education;
 - d. A summary of the decision for that subject (based on the Technical Report).

English	External Credits	Internal Credits	Total Credits
Support currently available	12 (3)	27 (8)	39 (11)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)
How support changes (Final Subject List)	10 (2)	10 (2)	20 (4)

2. English was selected for the Ministry's pilot in 2018 because it was unlikely to require changes through the Provisional Subject List process. No changes were proposed to English in the Provisional Subject List. During the October 2020 public engagement on the trial products, we received 77 points of feedback on the English Achievement Standards and Assessment Activities. There are no significant issues arising for English from the multiple feedback processes or the development process led by its SEG.
3. The recommendation is to include English on the Final Subject List. As part of the Trial and Pilots initiative English will be piloted in 2021.

Te Reo Māori	External Credits	Internal Credits	Total Credits
Support currently available	12 (2)	18 (3)	30 (5)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)
How support changes (Final Subject List)	10 (2)	10 (2)	20 (4)

4. No changes were proposed to Te Reo Maori in the Provisional Subject List. There are no significant issues arising for Te Reo Maori from the PSL feedback process.
5. The Ministry will develop Te Reo Māori using a more specialised approach compared to other NZC subjects. The Akonga Maori team is developing this subject, alongside the development process for Te Marautanga o Aotearoa (TMOA) subjects. This will enable cross-alignment between the related subjects of Te Reo Rangatira and Te Reo Maori and ensure te ao Maori is reflected consistently in the new subject supports developed.
6. The recommendation is to include Te Reo Māori on the Final Subject List.

Performing Arts		External Credits	Internal Credits	Total Credits
Support currently available	Dance	8 (2)	20 (4)	28 (6)
	Drama	8 (2)	22 (5)	30 (7)
	Music	8 (2)	22 (4)	30 (6)
	TOTAL	24 (6)	64 (14)	88 (19)
How support changes (Provisional Subject List)	Dance	10 (2)	10 (2)	20 (4)
	Drama	10 (2)	10 (2)	20 (4)
	Music	10 (2)	10 (2)	20 (4)
How support changes (Final Subject List)	Dance	10 (2)	10 (2)	20 (4)
	Drama	10 (2)	10 (2)	20 (4)
	Music	10 (2)	10 (2)	20 (4)
	TOTAL	30 (6)	30 (6)	60 (12)

7. No changes were proposed to Dance, Drama and Music in the Provisional Subject List. There are no significant issues arising for these subjects from the PSL feedback process.
8. The recommendation is to include Dance, Drama and Music on the Final Subject List.

Visual Arts		External Credits	Internal Credits	Total Credits
Support currently available		12 (2)	18 (4)	30 (5)
How support changes (Provisional Subject List)		10 (2)	10 (2)	20 (4)
How support changes (Final Subject List)		10 (2)	10 (2)	20 (4)

9. No changes were proposed to Visual Arts in the Provisional Subject List. There are no significant issues arising for the subject from the PSL feedback process.
10. This subject was selected for the pilot in 2018 because it was unlikely to require changes through the PSL process. Products were tested recently, and we are confident the school-based trial (pilot in 2021) will provide further insights. We received 35 responses from sector feedback of which 91% are current teachers. In general, the feedback requested further clarification about the Achievement Standards and the associated assessment materials and resulted in minor changes.
11. The recommendation is to include Visual Arts on the Final Subject List. As part of the Trial and Pilots initiative English will be piloted in 2021.

Art History		External Credits	Internal Credits	Total Credits
Support currently available		4 (1)	20 (5)	24 (6)
How support changes (Provisional Subject List)		Subject not included at Level 1 on the PSL.		
How support changes (Final Subject List)		Subject not included at Level 1 on the PSL.		

12. Art History was proposed for removal at Level 1 in the Provisional Subject List.
13. We received widespread feedback from both Art History and Visual Arts teachers about their disappointment and objection to Level 1 Art History not being included, with many general comments referring only to a strong desire to see its continuation.
14. The evidence is that learning in this subject is specialised rather than foundational and that it can validly be offered from Level 2 or Level 3 (such as the majority of students taking the subject currently do).
15. The recommendation remains to remove Art History from NCEA Level 1, with the expectation that it will be maintained as a subject at NCEA Levels 2 and 3.

Māori Performing Arts	External Credits	Internal Credits	Total Credits
Support currently available	Not currently supported with Achievement Standards		
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)
How support changes (Final Subject List)	10 (2)	10 (2)	20 (4)

16. Māori Performing Arts does not currently have support with Achievement Standards. There are Unit Standards available.
17. Māori Performing Arts was proposed for inclusion on the Level 1 subject list in the Provisional Subject List. Since that proposal the Ministry has committed to developing the new subject at all levels (Level 1, 2 and 3 with the potential for University Entrance recognition). This is the only new subject currently included on the Level 1 subject list.
18. The Ākonga Māori team is developing this subject, alongside the development process for TMoA subjects.
19. Providing a full suite of Achievement Standards derived from the New Zealand Curriculum offers a pathway for students to specialise in Māori Performing Arts alongside the other Performing and Visual Arts already supported with NZC Achievement Standards, a major step towards the NCEA change: mana ōrite mō te mātauranga Māori.
20. The recommendation is to include Māori Performing Arts on the Final Subject List, and to confirm it also at Levels 2 and 3. A bespoke process is underway to develop products for the subject at all levels. Public engagement closed recently on the draft products and preparations are underway for trialling to begin in 2021 (special pilot). Initial feedback suggests there is support for the products.

Sciences		External Credits	Internal Credits	Total Credits
Support currently available	Science	12 (3)	52 (13)	64 (16)
	Bio. / Chem. / Phys.	35 (9)	19 (6)	54 (15)
	Ag Hort	14 (3)	25 (7)	39 (10)
	TOTAL	61 (15)	96 (26)	157 (41)
How support changes (Provisional Subject List)	Science	10 (2)	10 (2)	20 (4)
	Ag Hort	10 (2)	10 (2)	20 (4)
	TOTAL	20 (4)	20 (4)	40 (8)
How support changes (Final Subject List)	Science	10 (2)	10 (2)	20 (4)
	Physics, Earth and Space Science	10 (2)	10 (2)	20 (4)
	Chemistry and Biology	10 (2)	10 (2)	20 (4)
	Ag Hort	10 (2)	10 (2)	20 (4)
	TOTAL	40 (8)	40 (8)	80 (16)

21. In the Provisional Subject List, Science and Agricultural and Horticultural Science were included. The specialised subjects of Physics, Chemistry and Biology were removed. Earth & Space Science did not have support at Level 1.
22. Science as a subject was selected for the Trial and Pilots initiative in 2018. In the case of Science (in contrast to the other three subjects piloted in that initiative), the Ministry's approach of consolidating the specialised science subjects into one general subject Science was the "trial" (name of "Trial & Pilots" refers). The trial has helped us to discern the best approach to supporting Science at Level 1.
23. In the Provisional Subject List, we received a significant volume of feedback on the approach to Science, alongside responses to the draft products released for feedback separately as part of the Trial and Pilot initiative. Overall, the feedback led us to

reconsider whether one science subject remained preferable considering the Government's vision of a broad and foundational NCEA level 1. We therefore commenced a further public engagement process to explore alternatives to what we had included in the PSL. The options explored were Option A (as per the PSL), Option B and Option C respectively. The last two were potential alternatives to the PSL proposal.

24. The recommendation is to include on the Final Subject List: (one general science subject) Science; Agricultural and Horticultural Science; (two specialised science subjects) Physics, Earth and Space Science; and Chemistry and Biology. This was Option B. It will still provide a foundational level 1 science offering with fewer standards and subjects while supporting valuable teaching and learning to support future pathways. All the current specialist science subjects will be recommended for inclusion at Level 2 and 3.
25. Agricultural and Horticultural Science is currently under development [1239183 refers].

Religious Studies	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	24 (4)	24 (4)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)
How support changes (Final Subject List)	10 (2)	10 (2)	20 (4)

26. No changes were proposed to Religious Studies in the Provisional Subject List. There are no significant issues arising for the subject from the PSL feedback process.
27. This subject was selected for the pilot in 2018 because it was unlikely to require changes through the PSL process. Products were tested recently, and we are confident the school-based trial (pilot in 2021) will provide further insights. We received less than 30 responses from sector feedback on the draft products.
28. The recommendation is to confirm Religious Studies on the Final Subject List. It also remains part of the Trial and Pilots initiative so will be piloted in 2021.

Social Studies (excluding Commerce)		External Credits	Internal Credits	Total Credits
Support currently available	Social Studies	8 (2)	12 (3)	20 (5)
	Psychology	0 (0)	21 (5)	21 (5)
	Media Studies	8 (2)	21 (6)	29 (8)
	History	12 (3)	12(3)	24 (6)
	Classical Studies	12 (3)	12 (2)	24 (5)
	Geography	12 (3)	16 (5)	28 (8)
	TOTAL	52 (13)	94 (24)	146 (37)
How support changes (Provisional Subject List)	Social Studies	10 (2)	10 (2)	20 (4)
	Geography	10 (2)	10 (2)	20 (4)
	History	10 (2)	10 (2)	20 (4)
	TOTAL	30 (6)	30 (6)	60 (12)
How support changes (Final Subject List)	Social Studies	10 (2)	10 (2)	20 (4)
	Geography	10 (2)	10 (2)	20 (4)
	History	10 (2)	10 (2)	20 (4)
	TOTAL	30 (6)	30 (6)	60 (12)

29. In the Provisional Subject List, Social Studies, Geography and History were included. Psychology, Media Studies and Classical Studies were removed.
30. Negative feedback was received in response to this proposal. Teacher capability was questioned, and concern was highlighted about potential student disengagement if the subjects were not supported at Level 1. The evidence from the Technical Report

shows that learning in these subjects is specialised rather than foundational and can be offered as specialist subjects at Levels 2 and 3. For these reasons we continue to recommend they are removed as subjects from NCEA Level 1, recommending we indicate there is a clear expectation that they will be recommended as subjects at NCEA Levels 2 and 3.

31. Media Studies currently has a dual focus: media and society, and visual literacy. The new English products have been developed to include visual literacy and visual texts are able to be used across the Achievement Standards, unless specified otherwise. This suggests that the visual literacy component of Media Studies is supported through English at Level 1.
32. Classical Studies was suggested for removal at Level 1. Feedback suggested that the subject could potentially be included as contexts in History. However, during meetings with Subject Associations and Subject Expert Groups concerns were expressed that students wanting to study History may want to engage with it through an Aotearoa New Zealand lens, ignoring the global context which Classical Studies offers. The conclusion is to keep History broad and foundational without explicit links to Classical Studies at Level 1.
33. No Significant changes were suggested to Geography in the provisional list. No substantial feedback was received in relation to this subject. The subject is currently under development [1239183 refers].
34. It was noted that by considering the Social Science subjects separately using the criteria developed for the provisional subject list, learning may have been lost from the wider Learning Area. To ensure that the Social Science offers students broad, foundational learning, Level 1 Social Studies will be developed to also include the significant learning of Psychology and Education for Sustainability, recognising the common key concepts of society, culture, values, and behaviour. Education for Sustainability is not currently offered at Level 1; however, the concepts and pedagogy underpinning the learning aligns well with Social Studies and Psychology. Specific “context” support for Psychology in Social Science is no longer proposed.
35. The recommendation is to include Social Studies, Geography and History on the Final Subject List.

Commerce		External Credits	Internal Credits	Total Credits
Support currently available	Business Studies	12 (3)	12 (3)	24 (6)
	Economics	12 (3)	12 (3)	24 (6)
	Accounting	12 (3)	16 (4)	28 (7)
	TOTAL	36 (9)	40 (10)	76 (19)
How support changes (Provisional Subject List)	Commerce	10 (2)	10 (2)	20 (4)
How support changes (Final Subject List)	Commerce	10 (2)	10 (2)	20 (4)

36. In the Provisional Subject List, we proposed that Business Studies, Accounting and Economics be consolidated into a single Commerce subject. Feedback was received against this proposal, including potential disruption to student pathways and perceived narrowing of opportunity for students, and in support of this proposal, such as potential for an increased focus on foundational financial literacy.
37. Accounting was singled out as requiring substantially different teaching and learning, derived from different Subject Big Ideas than Business Studies and Economics.

Accounting is a specialised subject which is vocational in nature and removing the subject from NCEA Level 1 could inhibit pathways for students.

38. The recommendation is to include on the Final Subject List: Commerce (to include Business Studies and Economics), and for the Commerce SEG to also consider the extent that Accounting is included within the subject Commerce.

Technology		External Credits	Internal Credits	Total Credits
Support currently available	Construction and Materials Technology	0 (0)	30 (7)	30 (7)
	Processing Technology	0 (0)	12 (3)	12 (3)
	Technology Generic	15 (4)	40 (9)	55 (13)
	Digital Technologies	6 (2)	37 (9)	43 (11)
	Design and Visual Communication	9 (3)	16 (4)	25 (7)
	TOTAL	30 (9)	135 (32)	165 (41)
How support changes (Provisional Subject List)	Materials Technology	10 (2)	10 (2)	20 (4)
	Digital Technologies	10 (2)	10 (2)	20 (4)
	Design and Visual Communication	10 (2)	10 (2)	20 (4)
	Food Science*	10 (2)	10 (2)	20 (4)
	TOTAL	40 (8)	40 (8)	80 (16)
How support changes (Final Subject List)	Materials and Processing Technology**	10 (2)	10 (2)	20 (4)
	Digital Technologies	10 (2)	10 (2)	20 (4)
	Design and Visual Communication	30 (6)	30 (6)	60 (12)
	TOTAL			

* Food science was proposed to incorporate both Food Technology and Home Economics and bridge the Learning areas Technology and Health and Physical Education.

** Materials and Processing Technology is a working title which is likely to change to reflect the generic technology nature of this new subject.

39. In the Provisional Subject List, four subjects were included for Technology. Most feedback in the Provisional Subject List engagement that related to Technology was focused on three main points:
1. Food Science should not be a new subject. Home Economics contains a significant focus on the sociological aspects of food and well-being, while Food Technology is more geared towards product development and processing.
 2. The generic Technology standards should be retained. They have value as a means of connecting key elements of the Learning Area across different technological disciplines and allow teachers and schools greater flexibility in terms of their course design.
 3. It was difficult providing feedback on Technology at Level 1 without a clearer sense of where the Learning Area may head at Levels 2 and 3.
40. Engagement showed the need to rethink the proposed Food Science subject, as well as to realign the content proposed within the remaining Technology subjects. This led to the following proposals:
- Home Economics will not be subsumed into a new Food Science subject. Instead, it will be reintegrated back into the Health and Physical Education Learning Area and merged with Health Education.
 - There will remain scope for a course with a focus on food to be assessed through a Technology subject which includes both Materials and Processing Technology. There was not a clear demand for a bespoke set of standards or a clear consistent body of teaching and learning to justify developing the separate subject Food Technology.
 - Digital Technologies will remain as a separate subject.

- Design and Visual Communications will remain as a separate subject.

41. There was some support for the continuance of standards which can be used in any Technology course. However, the recommendation is to continue with the proposed removal of the generic standards. NZQA insight reports show that there has been a sharp downward trend in the number of entries into the generic Level 1 external standards over the last five years. Additionally, five of the nine generic internal standards (or 55%) have had either very low or negligible use over the same period. However, the new materials and processing technology subject is likely to become generic in nature, and cover the important learning that was previously covered in generic technology standards, although the balance of theory and practical components within the subject will be determined by the Subject Expert Group during development.
42. The recommendation is to include on the Final Subject List: Materials and Processing Technology, Digital Technologies and Design and Visual Communications.

Health, Physical Education, and Home Economics		External Credits	Internal Credits	Total Credits
Support currently available	Health	8 (2)	16 (4)	24 (6)
	Physical Education	0 (0)	32 (9)	32 (9)
	Home Economics	8 (2)	20 (4)	28 (6)
	TOTAL	16 (4)	68 (17)	84 (21)
How support changes (Provisional Subject List)	Health and Physical Education	10 (2)	10 (2)	20 (4)
	Food Science*	10 (2)	10 (2)	20 (4)
	TOTAL	20 (4)	20 (4)	40 (8)
How support changes (Final Subject List)	Physical Education	10 (2)	10 (2)	20 (4)
	Health Education	10 (2)	10 (2)	20 (4)
	TOTAL	20 (4)	20 (4)	40 (8)

* Food science was proposed to incorporate both Food Technology and Home Economics and bridge the Learning areas Technology and Health and Physical Education. This is addressed above in the Technology Section.

43. Currently the Health and Physical Education Learning Area contains three subjects: Health, Physical Education and Home Economics. In the Provisional Subject List, we proposed a consolidation of Health and Physical Education, with Home Economics being consolidated with Food Technology. We recognised that a consolidation was required within the Learning Area and sought to achieve it through a merger of Health and Physical Education, with Home Economics separately forming Food Science along with Food Technology.
44. In proposing the Health and Physical Education consolidation, we considered that students with a particular interest in the study of health but without interest in the physical aspects of Physical Education may be dissuaded from choosing the subject and vice versa to a lesser degree. Alongside these differences between Health and Physical Education, we noted that there are some strong links between Home Economics and Health Education which would make it appropriate for consolidation. Feedback received on the merger between Home Economics and Food Technology indicated that these subjects were too different in their utilisation and aims, and that Home Economics sat better within Health.
45. We recommend including on the Final Subject List: Physical Education, and Health Education (with Home Economics). The name and exact scope of the last subject will be confirmed once the Ministry has worked with the relevant Subject Expert Groups.

International Languages	External Credits	Internal Credits	Total Credits
Support currently available (per language)	10 (2)	14 (3)	24 (5)
TOTAL	90 (18)	126 (27)	216 (45)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)
TOTAL	90 (18)	90 (18)	180 (36)
How support changes (Final Subject List)	10 (2)	10 (2)	20 (4)
TOTAL	90 (18)	90 (18)	180 (36)

46. Nine modern international languages are currently supported with Achievement Standards (these include Pacific languages and languages spoken within Realm Countries). The languages are: Cook Islands Māori, French, German, Japanese, Korean, Tongan, Mandarin, Samoan, Spanish. Each has independently registered Achievement Standards, although the organisational structure of these standards has been the same for all nine.
47. There are no significant issues arising for the subjects from the PSL feedback process. No substantial feedback was received in relation to these languages.
48. A very small number of respondents objected to nine modern international languages being maintained at Level 1 when it was proposed to amalgamate some other previously separate subjects at this level.
49. Other submissions discussed consolidating the list of languages into a smaller list, however there was no consensus on which languages, or combinations of languages, should be on a short list.
50. Because of the specific content knowledge required to progress to levels 2 and 3, Achievement Standards will be developed to support the nine international languages. Languages will be grouped into similar language groups and developed in three frameworks rather than a single suite of standards, to recognise the different teaching and learning requirements of diverse languages.
51. We recommend including all nine subjects on the Final Subject List. The approach to the Ministry's support for languages will be refined during development.
52. Two Subject Expert Groups are established covering Asian and European languages [1239183 refers]. One further Subject Expert Group will be required once the decisions in this paper are final.

New Zealand Sign Language (NZSL)	External Credits	Internal Credits	Total Credits
Support currently available	0 (0)	19 (4)	19 (4)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)
How support changes (Final Subject List)	10 (2)	10 (2)	20 (4)

53. No changes were proposed to NZSL in the Provisional Subject List. There are no significant issues arising for the subject from the PSL feedback process.
54. As an official language of Aotearoa New Zealand, NZSL will be maintained as a Level 1 NCEA subject. The existing standards were essentially modelled on the other modern international languages, however, and the RAS provides the opportunity to design assessment which is more tailored to the unique demands of teaching and learning a visual language. NZSL will undergo a bespoke process to develop levels 1, 2 and 3 in a single phase, similar to the process used for Māori Performing Arts. NZSL will be developed on a separate timeline to the main wave of the RAS.

Latin		External Credits	Internal Credits	Total Credits
Support currently available	Latin Level 1	11 (2)	16 (4)	27 (6)
	Latin Level 2	11 (2)	16 (4)	27 (6)
	Latin Level 3	11 (2)	16 (4)	27 (6)
How support changes (Provisional Subject List)	Latin	<i>Subject support removed at Levels 1, 2 and 3</i>		
How support changes (Final Subject List)	Latin	<i>Subject support removed at Levels 1, 2 and 3</i>		

55. In the Provisional Subject List, Latin was removed, and a clear indication was provided that the subject would be similarly removed from Levels 2 and 3.
56. The proposed removal of Latin was mentioned at least once in approximately 1,300 unique submissions (representing over a third of all submissions) in support of retaining the subject, both from domestic and international organisations and individuals. However, more than half were non-specific comments such as “save Latin!” or “DO NOT remove Latin”.
57. Other submissions emphasised the foundational character of Latin as preparatory for other disciplines (e.g., history, law); the significance of Latin in Western European history, culture and heritage; and the linguistic connections between learning Latin and improved literacy in English and other languages. There was also concern about the future of the Latin teaching workforce should we remove support for Latin in NCEA.
58. The Ministry’s view in the Provisional Subject List was that while Latin may be beneficial to some pathways, it is not a necessary prerequisite of any, and the specialist skills Latin covers can be delivered through other supported subjects.
59. While a number of specialist Latin teachers may also have the expertise required to deliver other subjects (e.g., Classical Studies), the removal of Latin could impact on this workforce once the existing standards expire from 2023 onwards. The collective agreement provides options for affected teachers to retrain.
60. Of concern is Latin’s very low and steadily declining enrolments (under 200 students per year, within approximately 10 schools, with only 25 students sitting Level 3). At some point, if enrolments continue to decline, Latin will cease to have a viable level of student demand to support the subject without additional, highly costly interventions (similar to those required for the verified Pacific languages, which we currently absorb as a reflection of New Zealand’s special obligations to the Pacific, including the Realm Nations, and their living languages).
61. For the small number of students for whom Latin is a key part of their pathway, other options would exist, including accessing online or face-to-face delivery of international courses or qualifications that sit outside NCEA. Students who study History and Law could pick up Latin in tertiary education.
62. Retaining Latin has an operational cost and generally undermines the policy focus of a broader, more foundational Level 1. Its retention now would commit the Ministry to develop and support the subject. This includes upfront design costs, and ongoing costs to maintain and deliver moderation and external assessments. Over an eight year period, we estimated that the total cost to maintain Latin would exceed \$1,500,000. If the Ministry continues to support Latin as a level 1 subject in this review, it is likely, due to enrolment numbers, that we will need to discontinue support (including at Levels 2 and 3) at the next review cycle (5 years) and phase out the standards following that review.
63. An alternative to the removal of Latin now would be a consideration of the subject at the point of the next regular review of NCEA materials (currently scheduled for 2028).

This would likely result in the removal of NCEA Latin at that time should current, enrolment trends continue.

Mathematics and Statistics	External Credits	Internal Credits	Total Credits
Support currently available	16 (4)	28 (9)	44 (13)
How support changes (Provisional Subject List)	10 (2)	10 (2)	20 (4)
How support changes (Final Subject List)	10 (2)	10 (2)	20 (4)

64. No changes were proposed to Mathematics and Statistics in the Provisional Subject List. There are no significant issues arising for the subject from the PSL feedback process.
65. While little substantial feedback was received in relation to this subject, some respondents suggested that Mathematics and Statistics should be separate subjects on their own as there are enough materials available to cover in all levels. However, on balance that approach at Level 1 is not recommended. Further consideration to separating Mathematics and Statistics into multiple subjects will be given at Levels 2 and 3.
66. We recommend including Mathematics and Statistics on the Final Subject List.

Level 1 Subject List Totals	External Credits	Internal Credits	Total Credits
Support currently available	376 (88)	793 (190)	1169 (278)
How support changes (Provisional Subject List)	300 (60)	300 (60)	600 (120)
How support changes (Final Subject List)	320 (64)	320 (64)	640 (128)

Proactively Released

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