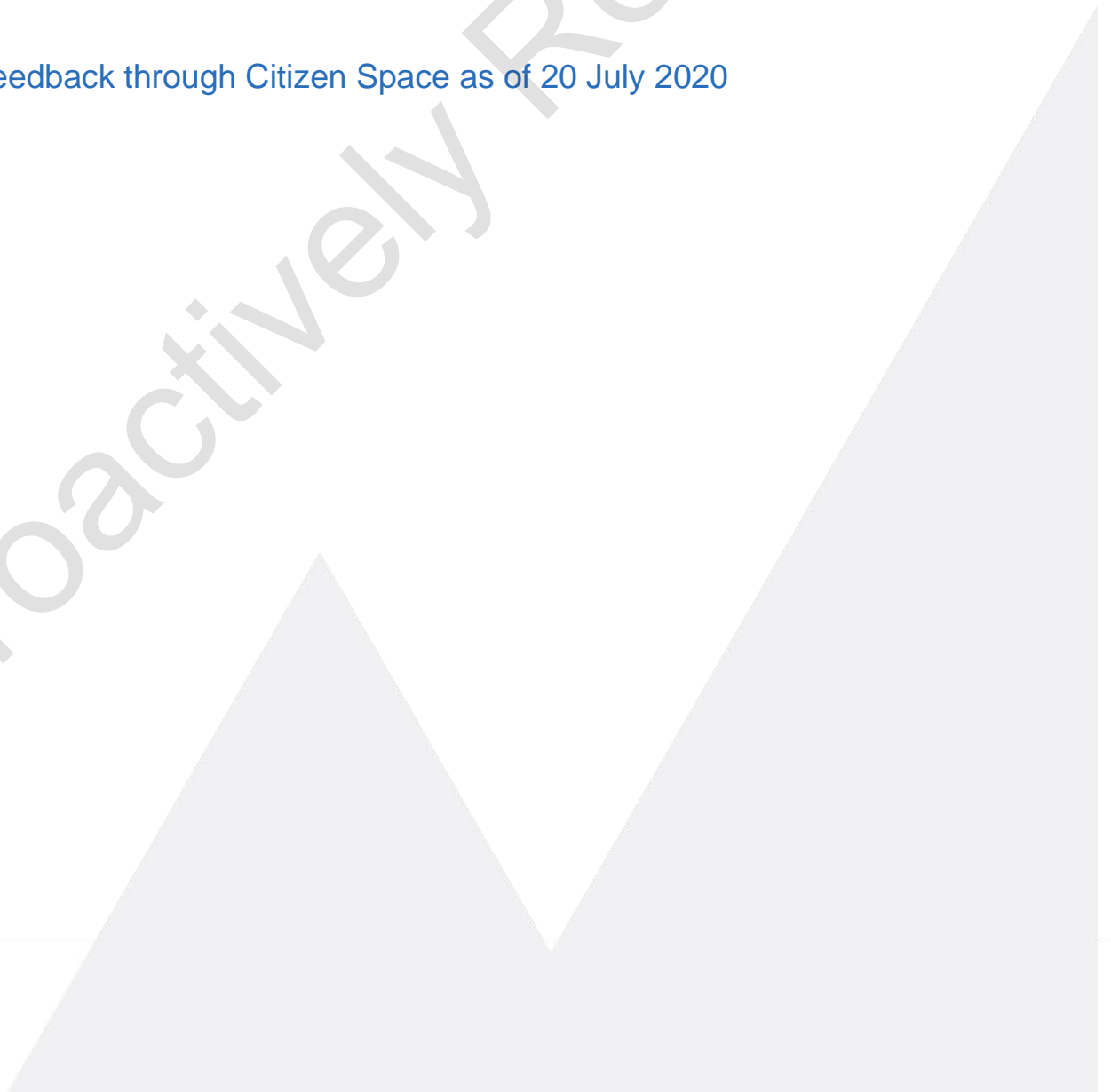




# Provisional Subject List Feedback Report

Public Feedback through Citizen Space as of 20 July 2020

Proactively Released



## Document Control

### Document Information

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## Revision History

Version	Date	Authors	Description of changes
1.1	15 July 2020	s 9(2)(a)	Preliminary draft while awaiting the closure of public engagement
1.1	24 July 2020	s 9(2)(a)	Complete public feedback – closing 20 July 2020 Feedback Volume Index
1.3	28 July 2020	s 9(2)(a)	Annex A - Discussion on Latin
1.4	29 July 2020	s 9(2)(a)	Annex B – Comments of Interest
1.5	31 July 2020	s 9(2)(a)	Added additional columns in Feedback Volume Index Changes on Annex B – providing rationale for the selection of comments
1.6	3 August 2020	s 9(2)(a)	Explanation of the additional columns and percentages in the Feedback Volume Index
1.7	27 August 2020	s 9(2)(a)	Addressing the detailed changes and comments from Simon Laube
1.8	4 September 2020	s 9(2)(a)	Addressed the comments and feedback from Emily Ridgway

## Formal Review

Version	Date	Reviewers	Description of changes
1.3	27 July 2020	Ellen MacGregor-Reid	Internal Review Draft

## Owner Approval

Name	Role	Team	Date approved
Simon Laube	Senior Manager	Production House	26 August 2020

## Further Approval

Level	Date approved
RAS Project Board	26 August 2020

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## Purpose

This report outlines the public feedback received by the Ministry of Education (the Ministry) on the NCEA Level 1 Provisional Subject List (PSL). It aims to identify common themes and trends across the engagement. This report will become an input for the Ministry's process to finalise the NCEA Level 1 subjects and contribute to ongoing development work with Subject Expert Groups (SEGs) as part of the Review of Achievement Standards (RAS).

## Background

1. As at 20 July 2020, the Ministry received 3,615 responses to the Ministry's online questionnaire about the proposed Provisional Subject List for level 1. These are referred to as formal short-form responses. Long-form submissions were also received and analysed separately.
2. The questionnaire had five questions:
  - a. Were you aware about the intended change to support a broad, more foundational education at NCEA Level 1, while subjects at Level 2 and 3 would promote greater specialisation?
  - b. To what extent do you support the Ministry's proposed subjects for NCEA Level 1? (subjects to be made available, derived/aligned with the New Zealand Curriculum)
  - c. Do you have any feedback on the subjects included or not included? (if you are suggesting changes please provide your rationale/reasons)
  - d. Are there further specialist subjects that you would like the Ministry to consider for development at NCEA Levels 2 and 3?
  - e. Are you familiar with the content of Te Marautanga o Aotearoa (TMOA)? (the te reo part of the National Curriculum)
3. The responses to the online questionnaire were exported from the web platform and stored in an Excel worksheet. This serves as the original copy of responses for cross reference and verification when drafting the intended Ministry documents. A formatted version of this worksheet is prepared as part of the feedback report. (472 pages)
4. This paper is divided into the following:
  - a. General Overview;
  - b. Subject-based analysis
    - i. Level of Support
    - ii. Quantity of Feedback
    - iii. Discussion of themes
  - c. Further Specialist Subjects
5. Please note that the content in this report does not reflect the opinions of the authors. The report aims to thoroughly and accurately reflect the views presented during PSL public engagement.

## General Overview

### Awareness of the agreed policy change at NCEA Level 1

- Were you aware about the intended change to support a broad, more foundational education at NCEA Level 1, while subjects at Level 2 and 3 would promote greater specialisation?

Awareness	Count	Percentage
Aware	2,288	63%
Unaware	1,327	37%
<b>Total</b>	<b>3,615</b>	<b>100%</b>

- A majority of respondents were aware of the proposal. However, many mentioned that they were not aware of the particular details or implications of the proposal. Although they were informed about this initiative through their schools and media, the extent of the changes could have been further explained.
- There were also concerns with the effectiveness of the PSL public engagement process. Respondents have raised that they were not consulted thoroughly and that they did not have the appropriate prior information to form their own judgment. The continued use of public engagement processes (and school-based trials), together with proactive releases of the advice (as followed for the PSL public engagement process) will do much to address these concerns over the course of the Review of Achievement Standards. Where we can, demonstrating that we listen to feedback and adjusting our approach accordingly (e.g. the further public engagement process for the alternative options for NCEA Level 1 Science), will also assist.

### Support for the Draft List

- To what extent do you support the Ministry's proposed subjects for NCEA Level 1? (subjects to be made available, derived/aligned with the New Zealand Curriculum)

Response	Count	Percentage	Breakdown
Agree	632	17%	26%
Strongly Agree	308	9%	
Undecided	427	12%	12%
Disagree	659	18%	62%
Strongly Disagree	1,589	44%	
<b>Total</b>	<b>3,615</b>	<b>100%</b>	<b>100%</b>

8. There was a mixed level of support to the draft subject list with more people expressing disagreement than agreement and in both cases the strength of opinion tended to be “strong”. While the level of support is subjective and can be noted, the most valuable feedback is where individuals provided detailed suggestions that can be collated and analysed further when considering refinements to make to the subject list (refer: Technical Report).
9. A considerable number of people expressed disagreement with the overall list, however there were few situations where alternative subject list configurations were suggested. It remains highly likely that the provisional subject list has mostly generated ‘change aversion’ type responses. Earlier consultation on the key changes for NCEA have already established strong support for “fewer, larger standards” at NCEA Level 1.
10. The majority of respondents have focused on issues that they do not agree with in the proposal, as opposed to providing a comprehensive review of the entire list. Furthermore, the subjects that remain unaffected by the proposals did not receive as much feedback comparatively.
11. A common theme raised by respondents is the lack of clarity on the parameters for the consultation process they were participating in, and there was an impression that the Ministry had pre-determined an outcome.
12. Due to external circumstances unrelated to the feedback process, the PSL public engagement deadline was extended multiple times to allow fair participation in the engagement process (for example, the outbreak of COVID-19 and global pandemic with a subsequent lockdown in Aotearoa New Zealand in March 2020).

#### *Assumptions and Perceptions of Respondents*

13. Within the responses submitted, there are a number of perceptions and assumptions which respondents have about the nature of the Provisional Subject List. These range from a set of general ideas, to more defined ones which are related to specific subjects.
14. Of these perceptions and assumptions, one prominent theme is the idea that if a subject does not appear in the Provisional Subject List, the subject cannot be supported in schools and learning centres. For example, there is a perception that those students who would want to specialise in Accounting, Business, or Economics would potentially be affected by the subjects’ merger into Commerce.
15. Respondents have raised concerns that certain students are specifically considering a career on only one of those individual subjects in such a merger, and this would be impacted as a result of Level 1 changes.
16. There is also a perception that changes to the Provisional Subject List will directly impact on funding that schools receive. However, the PSL provides changes to the way subjects are supported in NCEA, and it is not connected to any funding changes to schools (that would then be likely to impact on the teacher employment).
17. In addition, there appears to be a different understanding about the meaning of broad and foundational NCEA Level 1 from respondents. There are respondents who believed that providing students with more specialisations and options is broad, as they perceive that certain subjects are foundational. This theme is often cited in submissions for Science.

## Te Marautanga o Aotearoa Awareness

Te Marautanga Familiarity	Count	Percentage
Yes	816	23%
No	2,799	77%
<b>Total</b>	<b>3,615</b>	<b>100%</b>

18. Based on the above statistics, the respondents are predominantly unaware of the developments under TMoA. However, it was raised that the changing the subject list is a good opportunity to develop a strong, traditional, and locally relevant Pūtaiao course.
19. There was also a suggestion surrounding the development of Māori Arts particularly, Toi Ataata (Visual Arts). It was noted that Toi ataata helps to integrate different kinds of knowledge, creating a synthesis that embeds learning.
20. It was raised that there is a need for schools to have more Art subjects. Contemporary Māori artists work with the intersection of digital and traditional forms. Developing Toi Ataata would support new generations of younger artists by enabling vocational pathways that enhance the life of the community. In addition, it was stated that Hangarau (Technology) is also vital for the development of a community that understands sustainability for the uncertain future.
21. In addition, respondents mentioned the need to encourage richness and connection and depth in our learning, along with awareness of other peoples and their ways of thinking and acting. In this way, students feel strong within their own identity, while connecting, with humanity and compassion, with other cultures.

### Major Themes across Subjects

#### *Inconsistency in Subject Selection*

22. Respondents have expressed concern on the rationale behind the Ministry's selection of the provisional subjects. It is perceived that there is preference given to some subjects, which gave the impression that some subjects are more valuable than others.
23. This was a theme throughout a number of subjects which are merged or not retained in the Provisional Subject List, such as Science, Latin, Commerce, Classics, Media Studies and Psychology, which make the claim that more emphasis is placed upon subjects such as Learning Languages, Māori Performing Arts, Agriculture and Horticulture, Religious Studies.
24. Overall, the common view is that each individual discipline is sufficiently different, and so students need to engage in them separately in order to make any meaningful progression.

#### *Watering Down the Subjects*

25. There were concerns that having a broad Level 1 means covering more content in less detail. Many comments mentioned that the merger of the subjects would lead to watering down the subject content and quality.



### *Uncertainty about changes to Level 2 and 3*

26. In general, feedback was not supportive of the suggested changes – one reason offered was that respondents did not have enough information about Levels 2 and 3 to give an informed view. This view applies particularly in Science, Commerce, and Health and Physical Education.
27. Given the broadened content in L1, respondents have pointed out that it would be difficult for students to carry on in L2 and L3 because they would not be equipped with adequate knowledge to further specialise.

### *Pathways (refer to Annex C for Pathways Criteria)*

28. A common theme identified is that students should be given the opportunity to specialise into their preferred pathway at Level 1. It is viewed that merging and removing some of the subjects will have a direct impact on the way students choose the subjects aligned with their career aspirations. This view is applicable in Science, Commerce, Classics, Media Studies, Health and Physical Education.
29. It was also mentioned that students are very capable of making choices at Level 1 which would affect their academic and career pathway. Although there is also preference for a more supported approach to learning, students often have a sense of their career ambitions and a reduction of this choice earlier on can make this pathway less appealing or more difficult. As such, it is perceived that specialisation at an early time would be an advantage, and that specific skills are more important than having general skills in terms of looking for future employment.

### *Teacher Expertise*

30. In general, respondents submitted that merging subjects would mean that teachers would require PLD to effectively teach new assessment matrices. In addition, it was raised that this would not only affect the quality of Teaching and Learning, but would have implications to teacher employment and tenure.
31. A further issue is around teacher expertise and their ability to deliver the content adequately. For subjects to be merged at Level 1, teachers in these specialities are not necessarily the same teachers – as they often draw from different subject-specific knowledge, their training is different, and they may lack cross-subject knowledge and expertise. The same concern is raised for History and Classics.

### *Student Engagement*

32. Considering that students may have particular interest in specific subjects, respondents have raised that merging and removing subjects could affect student engagement. Lack of student engagement may have the effect of a decrease in uptake at Level 1, meaning that no progression is made to Levels 2 and 3.
33. Respondents raised the issue of student agency, referring to students having an active stake in their own learning. Although there is no sustained consensus on this issue, respondents commented that certain students have often made firm decisions about their academic pathway before they start learning their subjects. However, some respondents submitted that

merging some subjects at Level 1 facilitated student choice, suggesting enabling a better informed choice in pathway for Levels 2 and 3.

### *NCEA Credibility*

34. The credibility of NCEA was a common concern, with it being suggested that industries and vocational training may have difficulty understanding what the new subjects would mean in terms of marketable skills of students.
35. This may mean that the subject has less relevance to pathways into employment, and therefore less appealing to students in the long term. Greater recognition of the separate subjects, along with clarification of what these subjects do for industry purposes may serve to increase the creditability and reliability of NCEA.

### **Analysis of Feedback by Subject**

36. We have analysed the feedback received based on the subjects that people identified, with particular attention to the subjects identified most frequently. We have treated each respondent as being a unique individual (n = 3,615).
37. In the Feedback Volume Table below, the number of responses have categorised by two categories with the volume of feedback broken down into five levels (very high, high, medium, low, and very low). For each respondent, we were interested in all the subjects they provided feedback on. People were allowed to provide feedback on multiple subjects. For completeness, we have also reported on the total number of times each subjects was mentioned it was very common for respondents to mention subjects of interest to them multiple times.
38. The five levels we used for categorising the level of feedback in relation to the total number of response is described below:
  - Very High – more than 1,808 respondents (50% and over of total feedback)
  - High – 904 to 1,807 respondents (25 to 49% of total feedback)
  - Medium – 452 to 903 respondents (12.5 to 24% of total feedback)
  - Low – 226 to 451 respondents (6.25 to 12.4% of total feedback)
  - Very Low – less than 225 respondents (less than 6.25% of total feedback)
39. However, it is important to note that the figures below may not fully reflect the exact number of responses, but this will give us better idea on the volume of feedback received per subject. There are instances when some subjects were only discussed indirectly by cross referencing to another subject. By way of example, respondents have cited English in relation to its importance to Latin, without providing any particular feedback regarding its inclusion to the list.

Feedback Volume Table

Subjects	Respondents & percentage <sup>1</sup>		Times mentioned in total <sup>2</sup>	Feedback Volume
Science	1,204	33%	2,767	High
Latin	916	25%	1,916	High
Classics	792	22%	1,247	Medium
History	487	13%	780	
Health	368	10%	637	Medium
Physical Education	127	4%	178	
Commerce	329	9%	356	Medium <sup>3</sup>
Accounting	351	10%	612	
Economics	304	8%	428	
Business Studies	200	6%	250	
Media Studies	352	10%	542	Low
Art History	305	8%	453	Low
Visual Arts	57	1.6%	87	
Social Studies	280	8%	319	Low
Technology	254	7%	458	Low
Home Economics	97	3%	137	Low
Food Science	123	3%	163	
Processing Technologies	21	0.6%	26	
Psychology	155	4%	177	Very Low
Geography	115	3%	103	Very Low

<sup>1</sup> This is the actual number of respondents that provided feedback to the questions in para. 2(a-d) about one specific subject. If a person provided feedback that mentioned the word Science eight times across these questions, under this approach the number counts that as one.

<sup>2</sup> This is the total number of times a subject was mentioned in the questions in para. 2(a-d). If a person mentioned Science twenty times in one survey or across multiple questions, this would count as twenty. In addition, the figures indicated here cover the three questions mentioned in para. 30, and the question regarding further specialist subjects.

<sup>3</sup> This is treated as Medium as most respondents discussed or mentioned Commerce *in addition to* the other subjects in a single response entry. As a result, there is a high probability of significant double counting and therefore an overestimation of the number of respondents for this subject.

Performing Arts	116	3%	86	Very Low
Dance	101	3%	79	
Drama	107	3%	81	
Māori Performing Arts	60	1.7%	40	
Mathematics	69	2%	78	Very Low
Statistics	23	0.6%	53	
Religious Studies	64	1.8%	46	Very Low
Te Reo Māori	61	1.7%	54	Very Low
Agriculture and Horticulture	35	1%	39	Very Low
Learning Languages	15	0.4%	14	Very Low
English	422	11%	506	Not categorised <sup>4</sup>
TOTALS <sup>5</sup>	7,910		12,712	3,615 responses

## I. English

### i. **Quantity of Feedback**

40. There was a low volume of responses for English in the Provisional Subject List feedback.

41. How many respondents & percentage: 422 (11%) – not categorised

42. How many times mentioned: 506

### ii. **Level of Support**

43. In general, English was not discussed as a subject on its own. Therefore, it is difficult to determine the level of support by the respondents. It did not receive significant attention because there are no proposed changes.

### i. **Theme(s)**

*English being indirectly cited*

<sup>4</sup> English was mainly cited by respondents when discussing Latin or Media Studies, for example “the English language is informed by Latin”. In these instances, the respondent is not referring to English, the subject. It is therefore difficult to determine the actual number of responses relating to English as a subject.

<sup>5</sup> Due to repetitions of feedback which has resulted to multiple counting, these totals exceed the actual number of responses (3,615). They only serve as summation of figures in their respective columns.

44. English is mainly cited by respondents in relation to Media Studies. A common theme identified is the suggestion of placing Media Studies under English considering that their content are more similar compared to Social Studies.
45. Respondents have indicated their disagreement with the removal of Latin as this is fundamental in learning English as a language. Overall, there were no significant comments raised about English as a subject in its own right.

## **II. Te Reo Māori**

### **i. Quantity of Feedback**

46. There is a low volume of responses for Te Reo Māori in the Provisional Subject List feedback.
47. How many respondents & percentage: 61 (1.7%)
48. How many times mentioned: 54

### **ii. Level of Support**

49. Given that there were no proposed changes in Te Reo Māori, it was only discussed in relation with other subjects. Therefore, it is difficult to determine whether the respondents have issues surrounding its retention.

### **iii. Themes**

#### *Critical Subject*

50. It is perceived that Te Reo Māori is a foundational language, and respondents suggested a more in-depth learning of this language available for students. In addition, it was brought up that having Māori literature would be a good complement to this subject.
51. It was acknowledged that Te Reo Māori along with English are critical and should be considered broadly in order to understand the history and culture related to these languages.
52. In addition, few respondents suggested to review the content of the current Te Reo Māori subject and look into areas where an in-depth learning of the language is appropriate.

## **III. The Arts**

### **i. Quantity of Feedback:**

53. There is a low volume of responses for The Arts in the Provisional Subject List feedback.
54. How many respondents & percentage:
  - a. Performing Arts – 116 (3%)
  - b. Dance – 101 (3%)
  - c. Drama – 107 (3%)

- d. Māori Performing Arts – 60 (1.7%)

55. How many times mentioned:

- a. Performing Arts - 86
- b. Dance - 79
- c. Drama - 81
- d. Māori Performing Arts - 40

**ii. Level of Support**

56. Due to the low number of response, it is difficult to categorically determine the level of support by the respondents.

**iii. Themes**

*The Arts should be merged*

57. A common theme identified is that Dance, Drama and Māori Performing Arts should be compressed into a single Performing Arts Subjects. In several comments, it was raised that this subject was given preference over other subjects.

*Support of Māori Performing Arts*

- 58. There were feedback that support the inclusion of Māori Performing Arts. However, there was concern on the availability of qualified teachers who have the expertise for this subject.
- 59. There are comments suggesting that Māori Performing Arts should be covered under Te Reo Māori, or under Dance or Drama, with Pacific Peoples' interests be represented and consistently incorporated within this subject.

**IV. Art History and Visual Arts**

**i. Quantity of Feedback**

60. There was a medium volume of responses for Art History and Visual Arts in the Provisional Subject List feedback.

61. How many respondents & percentage:

- a. Art History - 305 (8%)
- b. Visual Arts – 57 (1.6%)

62. How many times mentioned:

- a. Art History – 453
- b. Visual Arts – 87

**ii. Level of Support**

63. In general, the feedback was negative to the idea of removing Art History from the list of subjects at Level 1, with many general comments referring only to a strong desire to see its continuation.
64. Among the more specific contributions, respondents generally supported the idea of including Art History under Visual Arts, although some preferred it to be retained as a subject in its own right.

### iii. Themes

#### *Standalone Subject*

65. A common theme identified is the support of a broader subject at Level 1 because it would allow students to get a sense of the subject at Level 1 before then developing a more profound understanding at Level 2 and 3. However, this broad understanding is suggested to begin at Level 1, through a standalone subject.

#### *Cultural Importance*

66. Among the ideas supporting the retention of Art History at Level 1, links to cultural heritage and human relationships with the past feature heavily. Respondents mentioned that Art History brings an important lens to the way in which we understand historical perspectives, particularly through Māori and Pacific People's heritage and traditions.
67. Respondents mentioned that opportunities to support all learners, especially these cultures, is an important way of understanding who we are as humans and our philosophical ideas, as well as improving critical thought and written analysis.
68. Additionally, respondents make the point that there are opportunities to engage with perspectives from outside of Aotearoa New Zealand, such as European or American Art History, which gives a greater understanding of how those cultures developed. Several comments refer to Art History being of particular importance to pākehā culture, extending from Ancient Roman and Greek civilisations.

#### *Subject Distinction*

69. This theme shows links to both Visual Arts and History, which is why there are submissions that support this change. It is similarly mentioned that Art History helps young artists learn about composition, media, and technique, helping them to flesh out their artwork as well as understand their forbearers in art.
70. In addition, there has been widespread feedback from both Art History and Visual Arts teachers about their disappointment and objection to Level 1 Art History not being included.
71. There were a few possible options for taking Art History forward discussed in the feedback relating to Art History. In general, the feedback has been supportive of retaining Art History at Level 1, although some have been more supportive of including it within History or Visual Arts.

## V. Health and Physical Education

### i. Quantity of Feedback

72. There was a high volume of responses for Health and Physical Education (PE) in the Provisional Subject List feedback.

73. How many respondents & percentage:

- a. Health – 368 (10%)
- b. Physical Education – 127 (4%)

74. How many times mentioned:

- a. Health – 637
- b. Physical Education – 178

ii. **Level of Support**

75. In general, the feedback was not supportive of the suggested change to merge Health and PE at Level 1 NCEA as the subjects are not closely related, and contain different content, so they cannot be considered as one subject. Additionally, omitting Outdoor Education in this area was frequently raised as an issue.

iii. **Themes**

*Overall Disagreement with the Combination*

76. Health and PE is one of the main areas across the whole set of feedback where it is clear that several current students have made submissions. This is not to say that this has not happened in other areas, but it is made clearest in submissions mentioning Health and PE.

77. These contributions have been generally unsupportive of the proposed changes, suggesting that they have particular interest of one of Health or PE, but no interest in the other.

*Subject Distinction*

78. The main issue with merging these subjects is that respondents are concerned that each separate subject, while possible to link in several common areas, serve different purposes for students studying the courses.

79. For example, those pursuing a Health pathway may not necessarily be interested in the practical aspects of PE, and instead want to focus on other aspects of health, such as public health, resilience, hauora/wellbeing of rangatahi, sexuality and sexual health, and nutrition, which respondents claim are much more relevant to students today.

80. As such, there are concerns that the Ministry has not considered these aspects sufficiently. This may lead to students being reluctant in taking up the new subject – notably, there were submissions from current students from Health perspectives who suggested that their choice to study Health again may be different if it were combined with PE.

*Too Broad*

81. Similar to other subject areas, the broader curriculum offered at Level 1 has been interpreted widely as problematic for students progressing to Level 2 and 3. There is a concern that



curriculums would be too broad to cover content in a meaningful way, creating problems of 'deep knowledge' for future learning, with students being unable to contextualise merged standards in a way that reflects the essence of each subject.

#### *Outdoor Education within this subject*

82. There are concerns that the limiting of standards may limit other learning area contexts such as Outdoor Education. Although supporters of including Outdoor Education claim it to be popular, they also make explicit connection to physical and mental health, suggesting a closer link to both Health and PE.
83. Outdoor Education is an area which several respondents have claimed to be important to Aotearoa New Zealand's cultural identity, too, with pathways to careers such as tourism. Responses from those submitting about introducing a tourism-based subject at Level 1 were universally supportive of the idea. A point consistently made is that tourism is such a significant part of the Aotearoa New Zealand economy, providing many jobs and significant expertise.
84. A further theme is that the skills which would be acquired within an outdoor education course as assessed by subject-specific standards are not only directly applicable to specific pathways, but also suggested to be more widely transferrable.
85. Overall, there is a strong sense of disagreement with the lack of inclusion of an Outdoor Education subject within the list. Respondents mentioned that it is an engaging subject that provides students with a diverse range of learning such as navigation, effective communication, problem-solving and cooperation. In addition, this subject was viewed to be important for students to know about protecting the environment.

## **VI. Learning Languages**

### **i. Quantity of Feedback**

86. There was a low volume of responses for Learning Languages in the Provisional Subject List feedback.
87. How many respondents & percentage: 15 (0.4%)
88. How many times mentioned: 14

### **ii. Level of Support**

89. There are no substantial changes in the current list of languages. Due to the low level of responses, it is difficult to determine whether the respondents have issues surrounding their retention.

### **iii. Themes**

#### *General Approach to Languages*

90. It was raised that a variety of languages on the subject list encourages a more general approach where students can have more language options to try, which would help them

decide to further specialise in a particular language. However, there is another view about merging the languages into one or two subjects due to the low number of students taking them.

91. There was a suggestion that languages could all fall under Linguistic Studies, as opposed to having them separate. As such, the students would have the option to apply a chosen language to a given context.
92. It is suggested that Niuean and Tokelauan be included considering that these languages are within the realm of Aotearoa New Zealand.
93. There was a suggestion as well to include English in this category in order to help migrants, refugees, and international students to have a better cultural understanding of the language.

## VII. Latin

### i. **Quantity of Feedback**

94. There was a high volume of responses for Latin in the Provisional Subject List feedback.

95. How many respondents / percentage: 886 (25%)

96. How many times mentioned: 1,916

### ii. **Level of Support**

97. In general, the respondents who provided specific feedback also tended to be in “strong disagreement” with the subject list. Submitters did not want Latin to be removed from the list of subjects at Level 1.
98. However, many of the submissions only stated a clear preference for the retention of Latin, with most comments not providing particular reasons for disagreement. As such, it was difficult to analyse many submissions in detail.

### iii. **Themes**

#### *Latin as a foundational language*

99. A major theme identified is that Latin is of foundational importance in terms of both English and other language learning, influencing the way students approach other languages through Latin grammar and linguistics. By removing Latin from NCEA Level 1, it was stated that this may affect students’ ability to learn other ‘Western languages’ such as Spanish or French.
100. Another view is offered linked to teaching capability, in that teachers who have learnt Latin are best placed to teach both English and other languages as they have developed a deep understanding of the structure of language through Latin.

#### *Importance to Culture and History*

101. Further from Latin being perceived as a foundational language, there are also several cultural arguments made for retaining Latin, along with Classics and Art History. A number of submissions have linked taking these subjects at NCEA with career progression in areas a

diverse as international relations, drama and film, and journalism, which aims to dispel the thought that these subjects are no longer relevant today.

102. For those respondents who explicitly mentioned Latin within a Level 1 context, they submitted that the changes would result in Latin disappearing entirely from Aotearoa New Zealand's education centres and schools, which would not be the case in other less-commonly studied subjects.

#### *Relevance to other fields*

103. Latin is also viewed as a way of improving cognitive thinking and providing an essential basis for 'high order' skills such as critical thinking, logic, lateral thinking, analysis, deduction, reasoning, vocabulary acquisition and problem solving skills. A few submissions also refer to the links between Latin and Mathematics, through skills like decoding and their application in calculus, programming, and computing.

#### *Student Choice*

104. Respondents also cited that the Ministry's role should be to ensure every student gets fair and equal access to the full range of possible quality pathways through NCEA and beyond. There are concerns that there would be limitations in options, as well as quality learning should this subject be omitted.

#### *Perceived as Cost cutting*

105. Although raised fairly infrequently, there are also concerns that the Ministry is omitting Latin, as a cost-cutting exercise, creating concerns about a lack of respect for teachers of these subjects, as well as the consequent possible job losses.

### **VIII. Mathematics and Statistics**

#### **i. Quantity of Feedback**

106. There was a low volume of responses for Mathematics and Statistics in the Provisional Subject List feedback.

107. How many respondents & percentage:

- a. Mathematics – 69 (2%)
- b. Statistics – 23 (0.6%)

108. How many times mentioned:

- a. Mathematics – 78
- b. Statistics – 53

#### **ii. Level of Support**

109. Due to the low number of response, it is difficult to categorically determine the level of support by the respondents. However, most comments in this subject raised that Mathematics and Statistics should be made separate.

### iii. Themes

#### *Lack of Cohesion*

110. Respondents have brought up the lack of cohesion in Mathematics due to students not having the mastery of the subject. There was a proposal to have the same foundational Mathematics, including algebra, as there is a need to know that a baseline level of competence is needed to progress in this subject.

#### *Lack of Clarity*

111. Another issue that was commonly raised was the lack of clarity on the strands that would be included within Mathematics and Statistics. There were respondents who suggested that Mathematics and Statistics should be separate subjects on their own as there are enough materials available to cover in all levels. In addition, it was mentioned that there are students who would benefit from having a separate Statistics Subject at Level 1, as this subject is becoming increasingly important for pathways due to its focus on data analysis.

## IX. Science

### i. Quantity of Feedback

112. There was a high volume of responses for Science in the Provisional Subject List feedback.

- How many respondents & percentage: 1,204 (33%)
- How many times mentioned: 2,767

113. In addition to this feedback report, an additional round of public consultation specifically related to Science was commissioned, given that there were significant concerns raised about the proposed single Science subject at Level 1. The findings of that further consultation will be published separately.

### ii. Level of Support

114. In general, the feedback was not supportive of the suggested changes. In addition, there were comments submitted by SEG members who reported being unaware of the extent of Level 1 changes.

115. Overall, there was a lot of criticism for the merging of different scientific disciplines, and respondents preferred separate contextual strands of Science as subjects at Level 1. There were respondents who preferred not to see any change at all to the standards.

116. The majority of feedback submissions in Science suggest that specialisation at Level 1 is the preferred option. Although some respondents' answers were contingent on what Levels 2 and 3 would look like, few displayed comfortability with having a broad single Science subject at Level 1.

### iii. Themes

#### *Lack of Consistency*

117. Although many of the issues raised within the feedback were Science-centric, there was energy directed on perceived inequities between subjects in the list as a whole. A common theme favours specialised Science options at Level 1, in the same way as other Learning Areas (most frequently mentioned were Technology and Art) have four or five individual subjects included in the Provisional Subject List. Although it is generally perceived that these subject areas are wide enough to have individual subjects in their own right, the same argument is applied to Science, creating a perception of an inconsistency.

#### *Lack of Information communicated*

118. There was a perception that the Ministry's plan of collapsing Level 1 subjects was based on either a framework, or a misinterpretation of the true demand, size, complexity and nature of Level 1 courses that focus on specialist Science throughout Aotearoa New Zealand's schools.

119. Although there were respondents who suggested that they could support a broader Level 1 Science subject in principle, respondents also reported that they would only endorse the changes once they understood what Levels 2 and 3 would look like.

#### *Agreement to a broad curriculum*

120. Respondents presented the view that a broad curriculum approach would allow students to experience all contextual strands within the Science Learning Area, before making firmer commitments to more specialised Science subjects at Levels 2 and 3. This is also linked to students often being unsure of which pathway they may like to take, so keeping learning broader for longer may allow crucial time for student to consider their best route.

#### *Disagreement to a broad curriculum*

121. This contrasts heavily with the view which interprets 'broad' as being broad within a specific scientific discipline (such as Biology). This viewpoint, favoured by the majority of respondents, who suggested that there should be specialisation at Level 1 for a number of reasons. Most of these relate to adequately and meaningfully covering enough subject content at Level 1 to justify a broad Science Level 1 subject.

122. A single Science subject at Level 1 has been perceived as removing the flexibility which NCEA affords – one of the main intentions, and perceived benefits, when the qualification was first introduced. For example, many respondents submitted that four standards for such a wide subject as Science is inadequate to cover all the perceived important content sufficiently, meaning that teachers would have to be selective in what was taught. This would not only have a limiting effect at Level 1, but would also mean making the step to Level 2 and 3 specialised Science would be more difficult for students due to lack of Science contextual strand knowledge.

#### *Student Choice*

123. Respondents have raised the issue of student agency. This refers to students having an active stake in their own learning. Although there is no sustained consensus on this issue,

respondents commented that certain students have often made firm decisions about their academic pathway before they start learning their subjects.

124. In addition, respondents submitted that students may proactively choose to delay deciding their pathway until later, suggesting that a broader 'Science' Level 1 may help certain students in deciding what is best for them. Indeed, this is an area which shows an interesting divide in respondents' views.
125. Overall, those who responded that they could see a clear pathway involving Science beyond NCEA appeared supportive of separate Sciences at Level 1, whereas we assessed that those who do not were more supportive of a broader Level 1 Science (i.e. no specialised Science subjects at Level 1).
126. One constructive suggestion was to create two Science pathways at Level 1 – one for those intending to progress to further study in Science-based subjects, and those who prefer 'General Science'.
127. Another theme identified is that Science should cater to students with different pathway intentions, such as those intending a vocational pathway, those having an academic or professional science qualification, and those who only need a generally broad education.

#### *STEM*

128. There were concerns expressed by respondents in relation to a perception of the devaluation of Science, Technology, Engineering, and Mathematics (STEM) subjects due to the changes to Science at Level 1.
129. It was suggested that students would lose access to current Science learning that would affect student learning compared internationally, which would have a negative impact on NCEA's reputation. It was submitted that this could result in having fewer scientists and specialists in Aotearoa New Zealand in the future.

#### *Teaching and Learning*

130. A further issue raised in relation to having one General Science subject at NCEA Level 1 was that it may lead to inequity of delivery of the subject. Respondents equated the changes to Science as leading to a reduction in teaching capability available in schools (i.e. there would be fewer specialist science teachers funded in schools) and/or that the burden of teaching science would now fall to teachers without the requisite training. Respondents also submitted that they expected the teacher capability issues to impact more on schools with larger populations of students from disadvantaged backgrounds.

#### *Curriculum Design by Schools*

131. Respondents raised the importance of allowing flexibility for schools to design contextual Level 1 Science courses that better suit their entire cohort's abilities, cultural backgrounds, future course preparedness, and learning styles.
132. As such, this would allow schools to retain significant control over the curriculum in areas which they identify as necessary to improve the outcomes for their students in a localised setting. Although respondents did not elaborate beyond this, it is clear that they feel that this would

have a beneficial impact upon their course options, and therefore the educational outcomes for students.

133. In regard to supporting teachers to deliver subjects such as NCEA Science in the future, it was suggested that the Ministry give consideration to supporting schools to make timetabling changes and providing professional learning and development (PLD) for teachers.
134. Furthermore, respondents have noted that schools should still be able to offer content-based Science standards should they wish. It is also suggested to reduce assessment options, but not necessarily the subject choice.
135. All of the Provisional Subject List feedback will be considered alongside further feedback as part of the public engagement on the Alternative Options for NCEA Level 1 Science.

## **X. Agriculture and Horticulture**

### **ii. Quantity of Feedback**

136. There was a low volume of responses for Agriculture and Horticulture in the Provisional Subject List feedback.

137. How many respondents & percentage: 35 (1%)

138. How many times mentioned: 39

### **iii. Level of Support**

139. It is difficult to determine the level of support by the respondents due to the limited feedback received about the subject.

### **iv. Themes**

#### *Inconsistency*

140. Although not completely connected, respondents have asked why this subject has remained separate while the other Science subjects would be merged. Respondents further noted the lack of clarity on the rationale behind the selection of subjects to be merged.

## **XI. History and Classics**

### **i. Quantity of Feedback**

141. There was a high volume of responses for Classics in the Provisional Subject List feedback.

142. How many respondents / percentage:

Classics - 792 (22%)

History – 487 (13%)

143. How many times mentioned:

Classics - 1,247

History - 780

## ii. Level of Support

144. In general, the feedback was strongly negative to the idea of removing Classics from NCEA Level 1. The main concerns were overall quite general, not focusing on specific elements or course components, rather than choosing to emphasise the perceived wider importance of Classics for NCEA students.

## iii. Themes

### *Classics is multi-disciplinary*

145. Often discussed within the feedback submissions was the perception that the Ministry has a lack of understanding of how broad Classics currently is, meaning that it is not necessary to reduce this further. As such, it is perceived as a multi-disciplinary subject, that it is well suited to a broad NCEA at Level 1.
146. Further to this, it was raised that Sciences tend to silo to specific specialisms, whereas the Arts complement other subject areas where dependencies and skills can be linked between fields.
147. Among the examples cited, the ability to analyse and critically think about art and literature at a high level is an important consideration for supporters of retaining Classics at Level 1, as well as the implications for wider subject areas such as philosophy, politics, and sport.

### *Cultural Importance*

148. Respondents also noted that Classics allows individuals to learn more about an ancient culture's impact upon the development of society, including customs and religious practices.
149. Social development and the understanding of modern society are key factors for those supportive of retaining Classics at Level 1. It is pointed out that students of Classics come into contact with events, ideologies, and art that shape their way of thinking and understanding of the world.

### *Teacher Expertise*

150. Concerns relating to teacher capability are also raised within the feedback. For example, in merging Classics into subjects such as History, there are concerns about teachers having sufficient subject knowledge to adequately deliver NCEA content.

### *Student Choice*

151. Another set of perspectives suggest that it would restrict student choices in a popular and growing subject area by not including it at Level 1. One suggested solution to this is having selectable standards from other subject areas which would be suitable to Classics.
152. These may be derived from Visual Arts (through an Art History Lens), History, or even Latin to ensure that although Classics may not be a subject in its own right, there are still opportunities for students to engage with it at Level 1. They may offer a sufficient basis for students to continue studying at Level 2 and 3 as a result.



153. In addition, it is not clear that those studying History would want to study Classics, and vice-versa. Furthermore, there are concerns that students wanting to study History may want to engage with it through an Aotearoa New Zealand lens, ignoring the global context which Classics is reported to offer.

#### *NCEA Credibility*

154. The credibility of NCEA is also questioned by respondents for omitting Classics from NCEA Level 1. The concerns relate to international comparisons of qualifications and Aotearoa New Zealand potentially being viewed less competitively, or less prestigiously as a result.

#### *Pathways (refer to Annex C for Pathways Criteria)*

155. Classics has also been raised as important to career pathways, including in research posts, museums, and within law careers. Although this makes a general point about the importance of Classics in NCEA, it is linked to concerns about what the implications at Level 2 and 3 will be, if it is excluded at Level 1.
156. Similar concerns were raised about progression to Tertiary for the same reasons. This may lead to a future lack of expertise in these specialist areas. Disrupting pathways early on may have a detrimental effect on students as their academic journey progresses.

## **XII. Geography**

### **i. Quantity of Feedback**

157. There was a low volume of responses for Geography in the Provisional Subject List feedback.
158. How many respondents & percentage: 115 (3%)
159. How many times mentioned: 103

### **ii. Level of Support**

160. Due to the low number of response, it is difficult to categorically determine the level of support by the public.

### **iii. Themes**

#### *Merge into Social Studies*

161. Most comments raised that Geography should be merged into Social Studies.

## **XIII. Accounting, Business Studies, Economics into Commerce**

### **i. Quantity of Feedback**

162. There was a high volume of responses for Commerce (including the component subjects) in the Provisional Subject List feedback.
163. How many respondents / percentage:

- a. Accounting - 351 (10%)
- b. Business Studies – 200 (6%)
- c. Economics – 304 (8%)
- d. Commerce – 329 (9%)

164. How many times mentioned:

- a. Accounting - 612
- b. Business Studies – 250
- c. Economics – 428
- d. Commerce – 356

ii. **Level of Support**

- iii. It is important to note that the respondents generally discussed Commerce in terms of its' individual strands (ie Accounting, Business Studies, and Economics).

iv. **Themes**

*Too Broad*

- 165. Similarly, Commerce is widely seen as too broad to cover any significant ground in one year. There is a perception that students are only able to access a third of the content that a specialised subject could offer.
- 166. As a subject which becomes much more technical in Level 2 and 3, Accounting in particular is viewed as necessary from Level 1 for these reasons. With very distinct sets of skills, retaining the ability to get in-depth at Level 1 is viewed as particularly important.
- 167. This may also mean making the step to Level 2 and 3 specialised subjects much more difficult for students, some of whom may have to work disproportionately hard than in other areas. This is accentuated by concerns raised generally about there being little understanding of what Level 2 and 3 would look like.
- 168. There are respondents who reported being in agreement with the provisional combined subject of Commerce. These contributions noted that there could be an increased emphasis on personal financial literacy, including budgeting, and well as allowing the subjects to be streamlined.

*Popularity of the Component Subjects*

- 169. A comment regarded that the subjects of Accounting, Business, and Economics all fall within the top third of most popular courses by exam entry in 2019, while other less popular subjects such as Dance and Drama are retained. The suggestion is not to merge those subjects, rather to consider what it is to merge subjects which remain popular to students currently.

*Student Choice*

170. Student agency has been raised as a factor in supporting the continuation of Commerce subjects as separate strands. Among the concerns is the perceived lack of choice which students would have from the changes, meaning that students may have the ability to select three languages and three arts, but only one choice for commerce-related subjects.
171. This has been presented as difficult to justify, especially as individuals report that the number of students taking Commerce-related subjects remains strong. This has also been linked to centres and schools being able to attract international students on the basis on their NCEA curriculums. With this choice not available to the students, it makes their offer less competitive.

*Pathways (refer to Annex C for Pathways Criteria)*

172. It was pointed out that these subjects have a direct line of sight with career progression and Tertiary education. Therefore a careful consideration should be given to merging them, which may cause confusion for the sector.
173. It must also be noted that there are students who would only want to pursue a career in one component subject. For example, a student who intends to work in the business sector, might take accounting and business courses, and not necessarily economics. This bolsters the fact that these three component subjects are stand-alone subjects which could help students decide on which career path they would pursue.
174. Giving the students a limited option by merging these three individual subjects into Commerce would compromise the quality of knowledge and content that they need should they pursue these as courses in the university. Limiting the students' option can stifle their aspirations and their motivation to succeed in their chosen career.
175. One view submitted is that Accounting at Level 1 creates a good base to build on Level 2. More importantly, respondents have stated the importance of having the basic knowledge on this subject. On the occasion that students do not pursue Accounting in the subsequent levels, there useful life skills that students could acquire from this subject.

*NCEA Credibility*

176. Furthermore, the credibility of NCEA is a concern, with it being suggested that industry may have difficulty understanding what the new subject would mean in terms of marketable skills of students.
177. This may mean that the subject becomes lost in the job market, and therefore less appealing to students in the long term. Greater recognition of the separate subjects, along with clarification of what these subjects do for industry purposes may serve to increase the creditability and reliability of NCEA.

**XIV. Social Studies, Media Studies and Psychology**

**i. Quantity of Feedback**

178. There was a high volume of responses for Media Studies in the Provisional Subject List feedback.
179. How many respondents & percentage:

Social Studies – 280 (8%)

Media Studies - 352 (10%)

Psychology – 155 (4%)

180. How many times mentioned:

Social Studies – 319

Media Studies – 542

Psychology - 177

## ii. Level of Support

181. In general, the feedback was not supportive of the suggested changes, with respondents most commonly concerned that a series of unclear assumptions have been made about why Media Studies in particular has been omitted from the list.
182. There is very little support for the proposed changes to Media Studies. Overall, the majority of respondents who discussed Media Studies do not see it as a subject which can be incorporated into Social Studies.
183. In addition, the feedback submitted was not supportive of the incorporating Psychology into Social Studies at Level 1. The common view is that Psychology has no direct correlation to Social Studies and that Psychology should remain as a separate subject.
184. Generally within the Social Sciences Learning Area, feedback was of the view that Media Studies can be covered in Social Studies is broadly disagreed with, as well as the suggestion that it can be fully explored at Level 1 alongside Psychology.

## iii. Themes

### *Disagreement with the merger to Social Studies*

185. One of the most common comments in the feedback was that Media Studies should not be combined with Social Studies. Although support was far stronger for retaining Media Studies as a separate subject, there was also support for merging it with Social Studies.
186. It was also raised that Social Sciences is already broad enough, without the addition of further elements. Many respondents view Social Studies as more related to History, Politics, subjects dealing with the human experience, or social challenges.
187. Teacher associations have shown particular concern that merging Psychology, Media Studies, and Social Studies at Level 1 is not ideal, with particular reference to the lack of correlation between the content and skill sets required.

### *Media Studies should not be treated as a context only*

188. A significant number of respondents made the argument that Media Studies should not be treated as a context within a broad subject. It is perceived that it is sufficiently distinct and important to be a subject in its own right.

189. This view is supported by the increase in the use of digital mediums in everyday life, and the need to be able to critically analyse information given through digital mediums, most prominently the internet.

#### *Media Literacy*

190. Feedback discussed that as media is a fundamental tenet of a functioning democracy, high numbers of respondents gave different examples on the theme of ensuring that students are able to navigate their way through digital platforms, as well as information and news on the internet. This exposes them to various kinds of information and respondents have said that students should be able to formulate their opinions and be able to decipher the authenticity of online content.

191. It is also important that students are able to learn through – and later present ideas about – their own culture and identity, both of which are heavily influenced by media consumption. Being able to be digitally literate, both in consuming and producing content means that diluting the content of Media Studies courses risks side-lining what is an increasingly important set of skills for students across Aotearoa New Zealand.

#### *Pathways (refer to Annex C for Pathways Criteria)*

192. Respondents mentioned that Media Studies is a career pathway of its own, with increasing potential for NCEA students. Although there is a wide variety of content within this subject, exposing students to practical elements helps nurture and foster a passion for areas such as film-making and journalism. This gives a direct pathway to a career, and allows students to begin developing highly specialised skills early in their studies. Respondents cited that there are examples of celebrated role models from Aotearoa New Zealand who have had global success in these areas, enabling the next generation of industry specialists is a good idea.

#### *Teacher Expertise*

193. Moreover, there is a lot of doubt as to whether individual Social Studies teachers possess sufficient skillsets to be able to deliver content adequately. This is particularly as some of the practical skills are highly specialised in Media Studies, so any reduction in teacher capability may disadvantage students in an avoidable way.

194. In Media Studies alone, there is a wide array of subjects that require specialised knowledge and training. Media Studies can touch on communications, journalism, productions, film-making, and as such this needed teachers who are knowledgeable on the subject. Joining this with Social Studies would compromise the quality of content and training that the students need to reap optimal benefits from this subject.

#### *Transitioning to L2 and L3*

195. Similar to contributions made in other subject areas, respondents are generally concerned about the amount of foundational knowledge Level 1 would provide, should it be merged with other subjects. The knowledge that would have to be transferred from Level 1 would be insufficient at Level 2 and 3, making the step much more difficult for students as they specialise.

196. Teachers may have to invest more time in catching up the class rather than progressing with Level 2 work straightaway. It is suggested that this can be avoided by giving a better grounding in the subject at Level 1, which would also allow for a gradual building of more in-depth skills across three years of NCEA.

#### *Student engagement*

197. Student motivation is a particular factor in how respondents view the changes. Media Studies is seen as a very relevant and enjoyable subject which allows students to draw upon different contexts and their own experiences to explore how they develop their academic thought. It is commented that removing it at Level 1 does not incentivise take up at Level 2 and 3, which may lead to a decrease in students overall.

198. The other element of this theme focuses on the lack of interest in the proposed merged subject of Social Studies, which may contain components which are unappealing to those interested in Media Studies.

199. This may have the effect of a decrease in uptake at Level 1, meaning that no progression is made to Levels 2 and 3. Respondents similarly note that merging subjects simply narrows options for students to make a proactive choice, which is not good for their academic growth.

200. In one comment, it was raised that there is a significant number of students interested in Psychology from their school, and removing this subject could potentially lead to student disengagement. In the same vein, it was pointed out that this subject could lead to a specific pathway and career options for students.

#### *Practicality and Resourcing*

201. A few respondents were concerned at the practicalities of implementing the merging of what they view as two popular subjects – Media Studies and Psychology. It was raised that students see these subjects as sufficiently relevant and motivating to choose at NCEA Level 1.

These themes illustrate that not only are the separate subjects self-sufficient in some cases, but that changing them would require considerable resource where it does not necessarily make sense to change.

## **XV. Religious Studies**

### **i. Quantity of Feedback**

202. There was a low volume of responses for Religious Studies in the Provisional Subject List feedback.

203. How many respondents & percentage: 64 (1.8%)

204. How many times mentioned: 46

### **ii. Level of Support**

205. Due to the low number of responses, it is difficult to categorically determine the level of support by the public. However, most comments in this subject raised that Religious Studies should be merged within the Social Studies.

**iii. Themes**

*Should not remain separate*

206. Respondents have raised concerns on Religious Studies being made a separate subject. It was suggested that this subject could fit within the framework of Social Studies, as which could encompass having a comparative study of various religions.

207. Further from this, there was a concern that having this subject could become a platform for proselytizing, which was seen as incompatible with state education is.

## **XVI. Technology**

**i. Quantity of Feedback**

208. There was a medium volume of responses for Technology in the Provisional Subject List feedback.

209. How many respondents & percentage: 254 (7%)

210. How many times mentioned: 458

**ii. Level of Support**

211. In general, the feedback was mixed in response to the proposed changes to Technology in the list of subjects at Level 1. Many general comments refer to how vague and potentially wide the separate subject might be, with respondents requiring significant clarification on this issue to make a meaningful contribution.

**iii. Themes**

*Removal of Generic Technology Standards*

212. There was concern about how removing the generic technology standards ignores the central thread that ties all specialist areas together, and is not reflective of industry practices. Conversely, it also suggested that generic technology standards allow flexibility of assessment, while allowing contextual subject knowledge within the subjects. It may depend on specifics within the standards, and how open they are.

213. One set of thoughts on the strengths of the current standards is to 'build' courses for students, enabling teachers to tailor courses to student needs. Therefore, it is suggested that retaining the subjects as it is – while only amending or reviewing the standards – and continuous teacher PLD, may be a useful way forward.

### *Student Disengagement*

214. Another perceived weakness of the new subjects is that there may not be sufficient interest from students, or to disengage students from the subject area completely, should they decide that they only have one particular interest in the subject area of Technology.
215. Respondents raised that students would not effectively have the length of time needed to develop the skills for each discipline as these would all require different knowledge and skills.

### *Lack of Clarity*

216. Another concern raised is that without a clear idea of what would be encompassed under the various Technology subjects, there is a risk that some elements will be lost. A commonly held view is the inadequacy of the current wording around "Technology – integrated through new Technology subjects" to explain how the subject will look, and therefore respondents are not able to comment fully to date. In addition, respondents note the importance of maintaining consistency and coherence across specialist technology areas within one subject.
217. One example of this is that the new subjects do not include all aspects of Technology, such as Processing Technologies, which will be incorporated into Food Science through Food Technology. This complements the feedback from some Food Science and Home Economics respondents, who have similarly suggested that Food Technology should be included here.
218. There are also concerns about staffing capacity and whether – should a student choose multiple Technology subjects at Level 1 – a teacher is able to avoid having to design effectively bespoke assessment matrices for students. This adds to the perception that the subject list is too vague and is causing confusion in the sector.
219. There was a suggestion to expand subjects at Level 1 to include Digital Technologies, Design and Visual Communication, Industrial or Product Technologies, Fashion and Textiles Technologies, and Food Technologies. This would then allow for all areas to be covered, with better understanding for the sector. It does, however, add further subjects to the Level 1 list. In addition, it is also raised that these strands and the Achievement Objectives are not the curriculum – NCEA is an assessment tool for the curriculum.
220. There was a suggestion to have a range of English standards that can be contextualised into the Digital Technology subject instead of the literacy-heavy assessment standards which focus on evaluating how the students write and not in their ability to create using technology.
221. Further, respondents have also viewed Digital Technology as an important subject that covers a broad range of skills and techniques both in digital design and programming. It is then important to note that there should be space to do both as well as other Technology and STEM subjects for those Technology inclined students.

### **Further Specialist Subjects**

222. The online questionnaire asked the respondents about additional subjects they thought should be included in the Provisional Subject List.



223. It is important to note that majority of the respondents have provided subjects without specific explanation. Majority of the respondents have suggested the following subjects:

- Financial Literacy;
- Politics;
- Law;
- Civics class;
- Life Skills;
- IT related subjects;
- Electronics;
- Environmental studies;
- Tourism
- Management; and
- Outdoor education

224. These are some of the other subjects that have been suggested, in alphabetical order:

<b>Further Specialist Subjects</b>			
<b>Academic English</b>	<b>Creative Design</b>	<b>Investing</b>	<b>Rangatiratanga</b>
<b>Accounting</b>	<b>Creative Technologies</b>	<b>Italian Music</b>	<b>Robotics</b>
<b>Algebra</b>	<b>Creativity in Science</b>	<b>Journalism</b>	<b>Sculpture</b>
<b>Agribusiness</b>	<b>Design</b>	<b>Life Skills</b>	<b>Sculpture – Māori carving</b>
<b>Animation</b>	<b>Digital Media</b>	<b>Latin</b>	<b>Scuba Diving</b>
<b>Anthropology</b>	<b>Early Childhood Studies</b>	<b>Liberal Studies</b>	<b>Sociology</b>
<b>Applied Science</b>	<b>Electronics</b>	<b>Māori Art</b>	<b>Surveying</b>
<b>Arabic</b>	<b>Ecological Economics</b>	<b>Māori History</b>	<b>Speech and Communication Skills</b>
<b>Astronomy</b>	<b>Engineering</b>	<b>Māori Visual Arts</b>	<b>Sports Science Sport Psychology</b>
<b>Bahasa</b>	<b>Film</b>	<b>Linguistics</b>	<b>Sustainability</b>
<b>Biotechnology</b>	<b>Forensic Science</b>	<b>Marketing</b>	<b>Self-care and Resilience</b>
<b>CAD and CAM in Technology</b>	<b>Gender Studies</b>	<b>Maths for Business</b>	<b>Technical Performing Arts</b>
<b>Cantonese</b>	<b>Geography</b>	<b>Music Composition</b>	<b>Textiles</b>
<b>Calculus</b>	<b>Global Perspectives</b>	<b>NZ History</b>	<b>Tokelau/ Niuea</b>
<b>Climate Change</b>	<b>Graphic Design</b>	<b>Painting</b>	<b>Tourism Management</b>
<b>Communication Studies</b>	<b>Game Development</b>	<b>Pasifika Performing Arts</b>	<b>Trades</b>
<b>Community Service</b>	<b>Geographical Information Systems</b>	<b>Performing Arts Technologies</b>	
<b>Computer Science</b>	<b>Home Economics</b>	<b>Philosophy</b>	

<b>Computational Thinking</b>	<b>Hindi</b>	<b>Physics</b>	
<b>Critical Thinking</b>	<b>Human Resource Management</b>	<b>Photography</b>	
<b>Classics</b>	<b>Human Geography</b>	<b>Programme for students with Special Needs</b>	
<b>Culinary</b>	<b>Indigenous Studies</b>	<b>Programming Project Management</b>	
<b>Chemistry</b>	<b>Industry Training</b>	<b>Philately</b>	

### Next step(s)

225. This feedback report would be referred to key internal and external stakeholders. The information from the report would allow these groups to have an informed decision relating to the Review of Achievement Standards.

Proactively Released

## Annex A - Latin

226. Of the Latin submissions, it is important to understand more profoundly where the submissions have come from. Of the 1,916 mentions of Latin within the feedback data, with 916 unique submissions. The majority of contributions were unidentifiable in terms of who may have been making that particular submission. This is largely due to the fact that no particular or specific comment was made as part of the submission. Common submissions included short phrases such as “Save Latin!” or “DO NOT remove Latin”. This has made it difficult to assess the merits of their arguments in terms of retaining the subject at Level 1.
227. However, despite these submissions being explicitly unidentifiable in the data, many are written in such a way which suggests an older demographic – those referring to “when I did the School Certificate”, with very few coming from current students. Current students tended to report being of university age, with very few responding identifying as being of school age. Further, it appears that there is a good portion of teachers who fall under this group, as many have displayed their sound expertise of the subject.
228. Additionally, it appears that the sector has been particularly animated by the proposed removal of Latin at NCEA Level 1. There were 52 submissions from teachers, 29 from Tertiary lecturers, and 8 from associated organisations or those stating a clear vested interest, including 38 which were noted as an overseas contribution who are mostly affiliated with universities.
229. Furthermore, there were 139 contributions from current or former pupils of Latin, with 28 submissions from parents of current or former pupils of Latin.
230. There are individuals who also reported being former students of Latin, but referencing careers such as ‘software engineer’, ‘lawyer’, and ‘PhDs’. These numbered fewer than 10 in total. The vast majority, if they chose to refer to future prospects as a result of studying Latin, in the academic space, rather than professional space.
231. Respondents have raised their disagreement with Latin as this is a fundamental language in learning English. There were no specific comments raised about the subject content of English in this regard.
232. Overall, the picture emerging is one which suggests there is a highly animated, yet small minority of the overall education sector which supports retaining Latin at Level 1, given that those submissions including Latin predominantly mentioned no other subject, or the wider Provisional Subject List.
233. A closer look into specific comments show that 381 respondents mentioned Classics, 71 Art History, and 90 both Classics and Art History in their submissions about Latin. This suggests a general consensus in respondents’ thinking that these subjects are intrinsically linked.
234. In total, only 13 were supportive of removing Latin at Level 1.

## Annex B – Comments of Interest

235. Within the feedback submissions, there were a number of comments of interest which will be addressed below. These comments represent views which are contrary to the Aotearoa New Zealand Government's view. Nevertheless, it is important to present these comments as they represent viewpoints from submissions in the Provisional Subject List feedback questionnaires.
236. It is noted that the draft Provisional Subject List has caused energy and animation within the public, resulting in a series of passionate submissions. This has sometimes led to some quite charged rhetoric and language being used in feedback responses.
237. The Ministry is not highlighting the following comments as a result of the language used, rather the ideas behind them. Overall, it was deemed unfair to present these views in the same context as others, as they represent a particularly small minority of all those comments received by the Ministry.
238. The comments quoted here are not intended to have been taken out of context, and as much of the quote has been included to reflect this. Comments have only been redacted due to length, not content. The comments are not exhaustive, but provide an insight into some of the minority views presented in feedback submissions.
239. The comments below were selected due to the sensitivity of the issues raised. These may range from issues relating, but not limited to race, culture, ethnicity, religion and gender.

### *Culture/Language*

- “On the cultural side, the increased emphasis on te reo and Māori culture is admirable, but as long as English is by far the most used language of our country, we must keep alive aspects of its own cultural history”
- “The idea that Classics themes or concepts could be incorporated into History is about as silly as expecting that themes or concepts from Māori can be incorporated into English, as they're both language based subjects, and thus Māori can be removed as a subject until Level Two.”
- “The classics are part of our Western cultural heritage. They need to be taught alongside aboriginal studies. Certainly, the Māori & Tongans were colonial usurpers as much as the Brits.”
- “You cannot advocate for saving Te Reo Māori whilst actively planning to kill another language - you must save them both!”
- “The Te Reo Māori course is garbage in my opinion. When I took it in Years 9, 10, and some of Year 11, it was truly horrible and difficult to learn anything. Which I found surprising as I had been in a bilingual class for the previous 4-5 years in primary school.”
- “I don't think anything the MOE is doing is really in the interest of the tangata whenua of this country as they are just token gestures resembling being treaty partners.”

- How is Kapa Haka worthy of a space, but 16 others are not??! How does this fit with our student base. At my school there are 3 Māori students. Three. What about the other almost 2000? This is pandering and tokenism.

### *Gender*

- “In fact Latin, like Classics, is likely to attract many male students who would otherwise not be interested in language learning—they come interested in the reputation for difficulty, their interest in the classical world and in exacting subjects like maths”
- “These [Science] standards are definitely biased towards the learning style of girls rather than boys. It would be a very good way to put boys off further study in science.”
- “Amalgamating the two subjects and requiring students to address Health concepts within Physical Education contexts would be a discouraging factor for most boys. It is important that, while students gain a general knowledge in Level 1, we don't limit some of the opportunities available and therefore constrain them.”
- “These standards appear to favour girls that can write and doesn't give students with poor written skills room to excel, at least with the current system students with lower literacy skills can answer shorter questions and show what they can do.”

### *Race*

- “Cutting Classics, Art History and Latin in favour of Māori Performing Arts is unacceptable as it is a deliberate attempt to prevent white children from learning about their culture; to convince them they have no culture or heritage. Instead of teaching children about the magnificent and unique achievements of Western Civilisation, you would have them stamp their feet and stick out their tongues like semi-evolved apes!”
- “Studying Latin, which involves reading texts in the original, enables students to develop a deep understanding of the underpinnings of one extensive basis for our own culture in New Zealand (alongside the Polynesian and more recently the Asian laminations), as well as a more informed access to the norms and values of other nations with a western european heritage.”
- “The notion that Latin is a dead language because there are few Latin speakers is mistaken – just as, conversely, Pākehā were wrong to devalue te reo as a language transmitted orally rather than through writing. Both languages are taonga, enabling people to engage with their cultural heritage and identity, and both need to be supported and nurtured. This obligation is enshrined in Te Tiriti o Waitangi, which requires the Crown to protect and uphold the cultures of both Treaty partners, and particularly the cultural heritage and languages integral to their development (Criterion 6, above)....”
- “The removal of the classics from the curriculum removes context to understand white, colonialist thought and culture as it interacted and interacts with New Zealand Māori culture. This is a grave mistake.”

## Annex C – Pathways Criteria

240. One major theme we identified is the impact of the proposed changes to student pathways. Respondents cited the need to retain certain subjects as they could stand on their own right. This theme is commonly raised in subjects particularly, Commerce, Science, Classics and Media Studies.
241. In addition, there is an underlying presumption that students usually decide early about the subjects that they wanted to take. It is perceived that if subjects are to be merged, then the pathway options for students would be significantly decreased. In effect, there is a looming concern that this would have potential repercussions to student engagement as well.
242. In deciding upon the changes to the provisional subject list, the following questions and principles have served as guidelines for the Ministry to ensure a holistic approach:
- a. How the subject fits with the policy vision articulated by the NCEA Cabinet Paper, including the shift to a broader, foundational NCEA Level 1 with increasing specialisation from Level 2; *mana ōrite mō te mātauranga Māori*; and strengthening pathways to further education and employment.
  - 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, without unnecessary repetition to ensure a broad foundational 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 to which there is demand for a subject from the sector and students, and the capability of the sector to support the subject.
  - f. Ensuring that the Crown's commitments to Te Tiriti o Waitangi are upheld 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.



We **shape** an **education** system that delivers  
**equitable** and **excellent outcomes**

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He mea **tārai** e mātou te **mātauranga**  
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**